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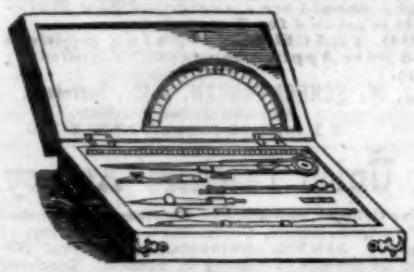

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"TO THE YOUNG."—A PARAPHRASE.

BY SARAH L. BAILEY.

"*Ad Chorum Virginum et Puerorum*
Odi profanum vulgus et arceo:
Favete linguis; carmina non prius
Audita Musarum sacerdos
Virginibus puerisque canto."
— *Horati Carminum, Lib. III.*, 1.

The throng of men, all mad with greed of gain,
And clamorous, crowding in the market-place,
I fain would flee; their jeers profane I hate;
For vulgar herd no charm hath voice of bard,
They heed it not, or only heed to mock.
I turn with love to the fair face of youth:
The brightening smile, the eye suffused with tears,
The sudden hush of pleasant-babbling tongues,
The bending of meek heads, the reverent ear,
Listening unwonted strain of solemn lyre,
Are token true to me, the priest of heaven,
That ever with young maid and tender boy
The holy Muse doth dwell, in their pure hearts
Sweet echoes wakening at song inspired.

PUBLIC OPINION.

CALEB CUSHING.—We are always interested to see how men or women come to success. Mr. Cushing could read sixteen hours a day, and remember nearly everything he read. When he was appointed chief-justice of the Supreme Bench of Massachusetts he read sixty volumes on different laws in nineteen days. In Washington he used to work from five in the morning till eleven at night, sometimes even till four in the morning. His boyhood was spent in poverty, with plenty of hardship. He married a wife as studious as himself. The secret of his success was memory and a great power for work. A lazy man never amounts to much. A poor memory can be cultivated till it becomes a good one.—*Congregationalist.*

AMATEUR TEACHERS.—It is high time that some effective effort was made to diminish the number of amateurs in the ranks of teachers. If parents or school officers will make no such effort, it must be inaugurated by those teachers who are not amateurs. Indeed, we wonder that the instinct of self-preservation has not long ago forced good teachers into an anti-amateur movement. For these know well that it is the amateurs that down the rate of wages in the profession, and drag down its standard. They not only add to it nothing that can be desired, but they rob it of the honor and emoluments which are its just due, and which, but for the existence of amateurs, it might long ere this have received.

COST OF EDUCATION IN BOSTON.—In round numbers, 40 per cent. of Boston's school population is in primary schools, and 50 per cent. in the grammar schools; while in Chicago (taking the calculation of a recent report of its superintendent) 76 per cent. is in the primary grades, and 20 per cent. in the grammar grades. Now the average cost of instruction in the various grades of Boston is: Primary, $18.45 per pupil; grammar, $28.20; and high and normal, $87.42. It will, therefore, be seen that if our children ended their course of education in the lowest grade instead of continuing on in the higher studies, as do so many more of them elsewhere, the average cost of a pupil would be far less than it now is, and more nearly the same as in other places. I have no hesitation in affirming, what is the uniform testimony of all competent judges who look into the work of the Boston schools, that our city's educational system does more than that of any other place in the Union, where the expenditures are not essentially as great for putting the best culture of the age within the reach of all children.—*Report of Rev. Mr. Thayer, of the Boston School Board.*

MIND-READING.—A Mr. Bishop, in England, is interesting, and it is said puzzling, many *littérateurs* and men distinguished in mental and physical science, by an exhibition of what is termed his "remarkable power of thought-reading." A number of public *séances* have been held, at which distinguished medical men and scientists were present. How invaluable a person, by the way, Mr. Bishop would be in our Education Office, to read the mind of the Minister, register its vacillations, and supply a gloss to the official documents and memoranda which every now and then emanates from the Department! What a fortune, too, could he make by disclosing in advance those stiffish Examination Papers in Mathematics to the feeble few who are not above being clandestinely "coached" at the critical hour by a friendly master who, however, does not want again to figure in the witness-box in connection with irregularities in conducting examinations! By all means, let us import the gentleman.—*Canada Ed. Monthly.*

GET READY FOR LIFE.—Where can I best use those faculties that are in my nature? Every day's work in the study and the class-room will be answering these questions, if the eye of the mind be turned with keen inspection in upon itself. Do not let ambition lead you. She is s grand leader when she leads you along the line of your natural faculties, but a most deceptive and disastrous one when she leads you in any other direction. Do not ask yourself, "What would I like to be?" but "What am I able to be?"

Many would like to be a Napoleon, and yet with all the training they could get, would cut but a sorry figure at the head of the grand army. Or, they would like to be a Pitt or a Webster, and yet have not the first quality for statesmanship or the forum. Do not, I say, then, be led off by a groundless ambition. Be willing to be yourself and do your own work; but whatever field of labor God intended you for in that field, do your best.—*W. C. Ginn, Syracuse, N. Y.*

A PRACTICAL EDUCATION.—The scholastic superstition that scouts the idea of useful knowledge in the work of education is gradually disappearing. No doubt there are many yet in our midst who deem the most imperfect knowledge of a dead language to be of vastly more importance than the most perfect knowledge of a living one. Ability blunderingly to construe an easy Latin sentence is better in their eyes than the power of conversing in French and German. Happily the believers in that doctrine are rapidly diminishing in numbers and importance; success in life is every day becoming more and more dependent on the dexterities, so to speak, resulting from special training for special purposes; and the grand aim of all teaching must be to make such training a means of genuine culture, as well as of particular aptness. The two things are perfectly compatible; and it is the duty of the teacher to discover the means of blending and harmonizing them in his daily work.—*Chronicle.*

THINGS WORTH FORGETTING.—Nature is wiser than teachers and text-book makers; she casts off the dead and waste matter and saves the child. Cut out of your text-book on geography, then, all but essentials. Cross out all local State geography except that of the pupil's own State. Read the descriptive text, and mark, now and then, something to be put away in the storehouse of memory. Use the scalpel with merciless severity. "It takes a brave man," says President Chadbourne, "one merciless to himself, to make a small, simple, but thorough text-book; but such text-books we must have, if we use them at all." By this means we hope to secure better teaching, to allow the teacher more opportunity for personal attention to individual pupils, without diminishing the efficiency of the schools in the least, and without detracting at all from the sum-total of useful knowledge acquired by the pupil at the close of his work in the grammar school.—*Supt. Marvel, Gloucester, Mass.*

SCHOOLS FOR ALL. — The lines of the poet,—

"The freeman casting with unpurchased hand,
The vote that shakes the turrets of the land,"

was written at a time when a far different population, as a whole, was existing here than now exists. While we cannot expect that popular education at the South and extreme West shall in this generation nor the next make that progress that is desirable, while illiteracy is sure to abound if not preponderate, the more important is it that education shall be advanced in those regions so far as possible, that the work, so far as it is done, shall be thoroughly done; that every one shall be dragged in who can be, for they who are to share in whatever education is provided are sure to rule the others. The school is the sensorium of the intelligence of the land.—*G. Stanley Hall, Ph.D.*

SOCIETIES FOR THE PREVENTION OF CRUELTY TO ANIMALS.

BY GEO. T. ANGELL,
President of Mass. Society for Prevention of Cruelty to Animals.

The effects upon the human race of cruelty to the lower races, as witnessed in bull-fights, dog-fights, cock-fights, pigeon-shoots, and other brutal sports, and on the other hand, the effects of teaching kindness to them, as witnessed in English and French schools in the prevention of crimes of violence, and making boys more merciful not only to animals, but also to each other,—these things are doubtless familiar to many of the intelligent and educated men and women who read THE JOURNAL.

EUROPEAN SOCIETIES.

These societies have long had influence in European countries. I visited England some eleven years ago, and found there the "Royal Society," owning its large building in London, and employing some twenty officers. The Earl of Harrowby, of the Queen's Privy Council, was its president. The first audience I was invited to address there was presided over by one of the most learned men in England, the Lord-Bishop of Gloucester and Bristol; and the gentleman who rose to move the vote of thanks, was Field Marshal Sir John Burgoyne, of the British army; and the second was at the house of the Baroness Burdett-Coutts, probably next to the Queen more highly esteemed than any woman in England. In Paris I found the French Society presided over by the president of the "Imperial Academy

of Art"; in Bavaria, the Bavarian Society presided over by Prince Leopold, uncle to the king. At a congress of these societies I attended at Zurich, Switzerland,—the city hall was granted to the congress for its meetings, —a public dinner was given in a hall ornamented with the flags of all nations, and a band playing the music of the nations. Private carriages of the citizens were sent to take the delegates to the hall. Another day, a garden concert and reception at a château just outside the city; another day, a steamboat excursion down the lake, with music and flags of all nations, a fine entertainment on a beautiful island in sight of the snow-capped Alps, and on our return to the city in the evening, fireworks and an illumination of a part of the city. One German society now numbers among its members twenty-three generals and over two hundred officers of the German army.

Societies of youth and children for the protection of animals are becoming quite numerous in European countries. In the schools of one province of France are now more than four hundred and fifty of these societies. One German society numbers over eleven thousand youth and children. In a single province of Russia more than twenty thousand youth belong to them. England has a society of boys and girls which numbers over thirty-seven thousand members. In France large numbers of medals, gold, silver, and bronze, are annually distributed for humane acts and services. In England some six hundred prizes are annually distributed in the schools for the best essays and compositions on this subject. They have several times been distributed by the daughters of the queen. In this country these societies are constantly extending, — some ninety or more of them already exist.

PUBLIC SENTIMENT IN MASSACHUSETTS.

I think one of the best illustrations of public sentiment in Massachusetts on this subject, was witnessed two years ago last winter, when we went to the Legislature for a law to prevent the shooting of live pigeons from traps for sport. We were met by a large body of influential gentlemen belonging to these clubs, with three lawyers. It was one of the hardest-fought battles of the session. The hearing before the Judiciary Committee of the Senate, occupied, if I remember rightly, three days. The pigeons won the battle. The clubs adopted glass balls, and there has not been a live pigeon shot from a trap, for sport, in Massachusetts, to my knowledge, since that time. During that hearing I had the pleasure of presenting a resolution of some three hundred of the clergy of Massachusetts, of various denominations, asking the Legislature to enact that law.

Another illustration of public sentiment in Massachusetts on this subject is the numerous liberal gifts the society has received from the living and the dead, —over thirty legacies already. We have a long list of the best names in Massachusetts on this roll of liberal givers,—first among whom should be named our first lady director, and first honorary member, Mrs. William Appleton, of Boston. And yet much as has been given, I found by investigation a few years since that we were spending only about *one-half of one per cent.* of the amount expended annually by the organized charitable societies of Massachusetts, about ninety-nine and a half per cent. being paid directly for the benefit and relief of human beings.

WHAT I WOULD SAY TO TEACHERS.

In conclusion, I wish to say one thing to teachers; namely, that in spite of churches and Sunday-schools, crimes have been growing tremendously in this country within the past twenty years, far beyond the growth of population, — crimes against person, against property, and against public health. I have given a great deal of time to investigating this subject, and know of what I speak: and the question is, how we are going to stop it. I say, in the public and private schools, or nowhere. *Industrial* education is not sufficient.

We must teach more economy, more honesty, and more humanity; and, in teaching the last, no other method can be found so practicable and efficacious as to teach children to regard the happiness of the lower creatures, which they are having opportunities of doing kindness to forty times a day. In this way you can reach classes of children who never get humane teaching anywhere else, and who, for want of it, are growing up to be brutal and dangerous. If any doubt this, let them read the article, the "New Gospel of Humanity," published in your journal of Nov. 20, 1875.

I believe in the establishment in every school of societies for the protection of animals like those now springing up in England, France, Germany, Holland, Russia, Switzerland, and elsewhere. But I would call them *Legions of Honor*, and would add to their promise to protect animals, others; namely, that they will speak no falsehood, be guilty of no dishonesty, and protect, so far as they are able, *all that need protection*, whether human beings or dumb beasts; and so I would build up in our American schools an order of chivalry more noble and useful than any recorded in history.

THE POWER OF ONE SCHOOL-GIRL.

And then I should be glad, through the teachers, to tell all the scholars in America a true story, showing what one school-girl can do when she sets out to do it: Last fall I was called upon at my hotel, near the White Mountains, by a modest school-girl from Hartford, Conn., who was stopping at a little cottage about two miles from the village. She told me how much she had suffered from the cruelties inflicted on animals in her State, there being no society there for their protection, and she asked me if I could do anything to help stop them. I said: When you go home, see if you can't get a meeting in some one of your churches, on Sunday evening; and on my way to Washington, where I am to spend the winter, I will stop and lecture, and we will see what can be done.

A few weeks after, I received a note, that she had succeeded in getting a church, and her father and mother wished me to come to their house. I reached Hartford Saturday night, and found what this school-girl, between school-hours and her lessons, had been able to do. She had gone to the Rev. Dr. Burton, of the large Presbyterian church, and asked if he would kindly help her by giving his church one Sunday evening to considering the sufferings of God's dumb creatures, and he said he would. Then she went to some other clergymen and asked them if they would kindly help by giving up their meetings that one evening, and they said they would. Then she went to the editors, and asked if they would kindly help by writing something, and they said they would; and then she went to some of the prominent citizens, and invited them to come to the meeting. When I entered the church, Sunday evening, I found one of the finest audiences it was ever my privilege to address, — the very cream of Hartford. At the close of my lecture, Dr. Burton rose in the pulpit and proposed, although the hour was about half-past nine, that those who could conveniently remain after the benediction should do so and give their names then and there to organize a society. Nearly two hundred, as I remember, remained, and the next day a large number of other names were sent in, and the "Connecticut Humane Society," — a *live* organization, which will probably continue its work of humanity a hundred years after the writer of this article shall rest from his labors,—now stands as a monument of the power of one modest but earnest school-girl.

READING.—(1) Get the words pronounced correctly and fluently, and readily known. This could be done before and during the getting at the meaning. (2) See that the meaning is known. (3) Mark the words for emphasis. (4) Mark the appropriate pauses. (5) Indicate the chief inflexions, according to the power of the pupils in regard to these. (6) Get the passage read with all these helps.—*Ex.*

MOLLY MOGG AND LUCY LEE.

Miss Molly Mogg and Miss Lucy Lee
Were playing under the apple-tree,
Just as happy as happy could be;
When—all at once—
That little dunce,
Miss Lucy, began to scream and cry:
"Oh, Molly Mogg, make haste and fly!
Here's a horrible thing,
With a frightful sting,
Coming to catch us! Oh, dear! oh, my!"

She dropped her book,
And her dolly, too,
Screaming: "Look! Molly, look!
He's close to you!
These dreadful things,
With wings—and stings—
I never could bear! Oh, kill him! Do!"

Said Molly Mogg, sternly: "Lucy Lee,
What a silly, absurd, little goose you must be!
It's plain to me
You don't know your Natural History;
If you did, you could see
That this is a beautiful, beautiful creature,
Of grace unrivaled in form and feature.

Just pause, Lucy, pause:
See his wings of fine gauze,
And his wonderful,—yes, my dear,—wonderful claws!
Would you like me to tell
His name, Lucy? Well,
It is 'Mega-thum-ollopod-tenter-hook-daws'!"

But poor Lucy Lee
Would n't listen—not she—
To a bit of this Natural History.
Away she ran crying,
Her road never eying,
While over her head the great insect was flying;
So she ran till she came to the well,
When straightway into the bucket she fell!
In a half-hour after, with call and shout,
The farmer's family pulled her out;
While the "Mega-thum-ollopod" flew about,
And thought it was all very queer, no doubt.

Miss Molly Mogg, so wise and clever,
Said: "Such a goose I never saw,—*never!*
To think that she ran, without any cause,
From a 'Megathumollopodtenterhookdaws'!"

— *St. Nicholas for July.*

OUR LACK OF COLLEGIATE SCHOLARSHIP.

BY A YALE GRADUATE, '76.

As our universities and colleges turn out annually their hundreds of graduates, one cannot but lament the absence of genuine scholarship among these young men. How many there are who cannot even translate their own degrees without much lexicon-thumbing, and to whom in one or two years Herodotus and Livy are so much Arabic. As a Yale '67 man descended the steps of Center Church with his degree, he said for a truth that he did not know an angle from an angel, while a '76 man on securing his parchment, publicly thanked God he was "now an educated man!" although during his course he had marshalled the rear of the noble fourth division; all of which goes to show that a sheepskin does not signify preëminent scholarship.

Now I claim that Yale and Harvard furnish the best opportunities for instruction of any or all institutions in this country, and yet the really good scholars in a class are confined to the upper quarter. Pony translations, now alarmingly numerous, are kept constantly saddled and bridled for rides through the classics, which of course defeats the real object of studying them. One immediate cause of this is claimed to be longer lessons than the average student can readily handle, so that to cover the required ground in the time allotted to a lesson, speedy means of travel must be resorted to. I know very well of professors who have purposely given out longer lessons on discovering, in the recitation, that translations were being used, in order to make the guilty ones work harder. But is this exactly fair toward the more honorable students? With my own class there was so much complaint about the length of Greek recitations that, in a class that finally proved to be one of unusually high standing, many felt compelled, against their natural inclination to pony, in order to gain time at all for work on grammatical constructions and historical allusions. So lessons are bolted in this unhealthful way, and instead of that critical study and application begotten of zeal and a thorough knowledge of the groundwork, there is a more or

less shiftless and dilatory dawdling with subjects that had much better be let severely alone if not studied with a purpose. The intended effect is lost, and after examination, the subject is forgotton almost entirely. It may be said, the idea is to accomplish mental drill, and not to turn a man into a walking encyclopedia by burdening his memory forever with facts, figures, and statements which he may rarely if ever apply in the practical details of life's daily experience. Very true; but let me ask What kind of drill results from parrot-recitations, where there is no genuine appreciation of the work in hand, but where the main idea is to get through somehow, no matter how?

And while speaking of parrot-work, allow me reference to the farcical recitations at Yale in *Porter's Human Intellect*, a metaphysical work that can only be comprehended by a more mature mind than the average college student. The pages number nearly 1,000, full one-half are in fine type, and in point of abstractness,—why, Kant himself is left in the rear. Only a fragment in my class pretended to give the book any serious thought. The rest would read a lesson through once or twice, as they felt like it, and skin when called up. A few played cards or read papers behind the benches, being prompted by friends near by if asked to recite. About the same state of affairs existed in chemistry. The text-book was Barker's, from which it seemed as if every illustration or paragraph that could ease the student in his effort to memorize the bald skeleton of facts of this science had been religiously pruned. The book is fitted only for reference; otherwise it is a Sahara of dreariness calculated to inspire a lasting hatred of chemistry. The force of this I now feel, having since become interested in chemical manufacturing, where I am brought into daily contact with the manifold forms and beauties of the science. I never saw such persistent skinning as in our chemistry recitations, where every device was resorted to to blind the instructor.

I lay the blame of undergraduate inefficiency on the preparatory schools. Not that the instructors there are unfit for their duties,—far from it; it is the system itself which needs complete reforming. What seems best to me is a remodeling of our preparatory schools, more after the pattern of the German *gymnasia* and the great English schools at Eton and Harrow, and raise the age-standard of admission to 17 or 18. When the German boy leaves his *gymnasium* he has a magnificent groundwork to stand upon in subsequent university study. He has no longer occasion to tussle with the elementaries in Greek and Latin, as the American undergraduate does up to Junior year. "Dutchy" has them thoroughly drummed into him in the *gymnasia* till they are part and parcel of him. He not only reads the dead languages at sight, but writes and speaks them! This is also true to nearly the same extent at Eton and Harrow, in England, where the sixth-form boy can construe in ten minutes what the American sophomore would at least require thirty to do it in. The greatest aim in American schools seems to be to get over the greatest amount of ground possible; the thoroughness of the work done being secondary. The reverse should be the rule,—a rule that would pay in the end. Let the preparatory student read not a single classic author until he can translate common English into Greek and Latin and is fairly posted on grammatical and idiomatic constructions. With such a mental outfit a youth will not only stand high at college, but comprehend and enjoy the classic authors. There will then be no need of a rigid marking-system, any more than in continental universities, and which consume so much of an instructor's valuable time. There will be no reason then for devoting the first half of Freshman year to reviewing the studies of the last preparatory year, as is now done. and which ought not to be. With the preparation indicated, the freshman will begin on a new advance with his first recitation, and without the terrors which the unknown classics usually inspire. In my class of 125, I doubt if over ten men really took any pleasure in Lucian, Pindar, the tragic poets, or Thucydides; and yet, hidden in this apparently matted underbrush of the Greek vocabulary are many of the finest gems in ancient literature and philosophy. These are at present wasted, the instructor and the very few students who have any grip on the language being the only ones to receive any real benefit from the recitations. Now it is not unusual for an Oxford undergraduate to be able to quote, off-hand, and correctly too, any noteworthy passage from the well-known classic writers, and moreover to compose Latin and Greek verse. How many American college men can perform a similar feat?

This inefficiency at college is begotten by the insufficiency of the schools. That haste makes waste, in this direction as well as in many others, is a proverb that has not been properly appreciated on this side of the Atlantic. Let us reform.

COLLEGIATE INSTRUCTION IN THE WEST.

BY W. S. SCARBOROUGH, A.M.,
Professor in Wilberforce University.

For many years higher education in America has been a prolific source of discussion. It has indeed given rise to a variety of opinions and some queer notions. And yet it is just what we should expect in a field of knotty educational problems. The old Grecian and Roman sages, years ago, occasionally puzzled their brains over many of the educational methods common to that day. These they analyzed and *synthesized* with a view to a clearer knowledge of the *whats*, the *whys*, and the *wherefores*. This is not all. These questions did not stop here. They came along down the ages, engrossing the attention of old and new schoolmen alike, and never, perhaps, more than now. It was on old New England's sacred shores that the idea of popular education began to be developed. It was here that the church and school-house, side by side, grew up together. The two, inseparable, formed a motive-power that has placed New England in advance of every other section of our country. Step by step, for more than two hundred years, long ere the West was a West, there has been in the East an onward march in letters whose influence is felt over the whole land. As people began to go westward and settle the hitherto barren tracts of country, the idea of popular education remained with them, and very soon, in most of the habitable spots, a school-house was to be seen after the old New-England style, dotting the country. The West, however, was from the first an agricultural country, and because of this fact, less time and less money have, probably, been devoted to educational work.

The object of this paper is to present a few observations upon collegiate instruction in the West, and to contrast it with similar instruction as given in our Eastern, or time-honored New-England colleges. I observe here, from my knowledge of advanced instruction at home and abroad, that, notwithstanding our improved educational facilities and onward march, Mr. Ely (*Harper's* for July, '80) was quite right when he said, "The condition of higher education in the United States is in a sad state; in Germany it is in a flourishing one," etc. This answers the question, Why this annual exodus to foreign lands in pursuit of knowledge that should be received at home? It is this feature of the case that is beginning to occupy the attention not only of college presidents and professors, but of educators in general. Young men of wealth who wish to take special courses, and who desire a thorough education in any of the higher branches, will, of course, seek those institutions whose facilities are best.

Scholastic training in the West, in point of rigidity, is somewhat in the rear of that of the East. Too often is it the case, to be a graduate of an average Western institution is to be as a graduate of an Eastern academy, or high school, and sometimes less than this. I well remember that in a certain college in the southern part of the old Hoosier State, Greek was not demanded for matriculation. This branch was begun for the first time in the freshman year. The object was to make the high school, where this "grand old language" is not taught, preparatory to the college, that the supply of students might not be cut off. In fact, the first essential difference between the East and West is in the preparatory schools. In the former, the rudimentary work is generally thorough and exact; in the latter, with few exceptions, it is often rather loose and ill-defined.

Our western educators are aware of this. It was in the month of August, 1870, that the Central College Association held its second annual meeting at Oberlin, O., the seat of Oberlin College. Dr. John P. Gulliver, president of Knox College, Illinois, said, in speaking of preparatory schools: "If any of us who is familiar with New England will for a moment fancy the condition of her Yale, and Harvard, and Amherst, and Bowdoin, and all the long list of her colleges, if all endowed and private classical schools were swept away, and if classical instruction were given only partially and grudgingly in her public high schools, while in whole countries no such instruction could be obtained in any school,—he will have before him a very fair picture of the actual state of things about our colleges at the West."

From this we can clearly see just what these preparatory schools must have been. The West needs endowed academies and private classical schools, like Phillips Academy at Exeter and Andover, Williston Seminary at East Hampton, and the Norwich Free Academy,—schools that have become famous the world over, through their long list of well-trained youth who have been graduated with distinction from the several colleges that they have entered,—schools manned with the best instructors that the country can afford. The West should depend less upon preparatory schools directly attached to the college, and especially when these are taught by undergraduates, whether upper or lower classmen. This is one of the mistakes of the Western system, and a very vital one. Oberlin once supplied teachers for the preparatory department from the advanced classes in the college; but Oberlin has now discontinued that method, and will have none but those who have been graduated from a first-class college, and only such are employed as instructors. Of the thirty colleges in the State of Ohio, and of the large number out of it, Oberlin ranks among the first both in preparatory and collegiate instruction.

The colleges of Ohio may be regarded as typical of Western colleges in general, with few exceptions. Michigan University, at Ann Arbor, is in advance of the generality of western schools in its requirements. It bears the same relation to the schools of the West that Harvard does to the schools of the East. Unlike Harvard, it receives aid from the State as a State school, and has also received support from the United States, which fact of course accounts for the solid financial basis upon which it rests. The following is from the last catalogue: "The University comprises the department of Literature, Science, and the Arts, the department of Medicine and Surgery, the Department of Law, the School of Pharmacy, the Homœopathic Medical Colleges, and the Dental College. Each of these departments and colleges has its Faculty of Instruction, who are charged with the special management of it. The University Senate is composed of all the faculties, and considers questions of common interest and importance to them all." The University of Wisconsin, of Missouri, of California, may be mentioned among others as good specimens of higher education in the West.

— As Emerson once said of Carlyle that he was a trip-hammer with an æolian attachment, so said Mr. Barrows, of Utah, at the recent Chicago Convention, that it needs the trip-hammer of law, and the æolian attachment of the church and the school to cleanse it of the pollution of polygamy.

ABOUT WILD FLOWERS. — *(XIV.)*

BY H. L. CLAPP.

June 20. Of all the wild flowers of the Rose Family, probably none are more accessible at this season than the Cinquefoils, or Potentillas, and they will continue within easy reach till autumn. In No. IX. of these papers, the general characteristics of the Common Cinquefoil were mentioned, and at the time it was suggested that a careful observance of the characteristics named would give us a better understanding of the interesting Cinquefoils which begin to blossom in June. It might be of some advantage to review the points then made, and take another look at the illustration of the leaf (Fig. 8 *A*), as we shall have occasion to compare the leaf of the Common Cinquefoil with the leaves of other similar species now in blossom. As we have seen, Cinquefoil means five leaves, and Fig. 8, *A*, represents a typical leaf of the Cinquefoil genus; but we must be prepared to find a variation in the parts of the leaves of other species of Five-finger, though such parts are similarly formed, and the leaves of each species bear a certain resemblance to the typical leaf.

The Silvery Cinquefoil (*Potentilla argentea*), next to the Common, is the most wide-spread, and may be found by roadsides, in dry fields, and gravelly banks, growing vigorously where most plants would perish. The flowers are, perhaps, smaller than those of the other Potentillas, but are made on

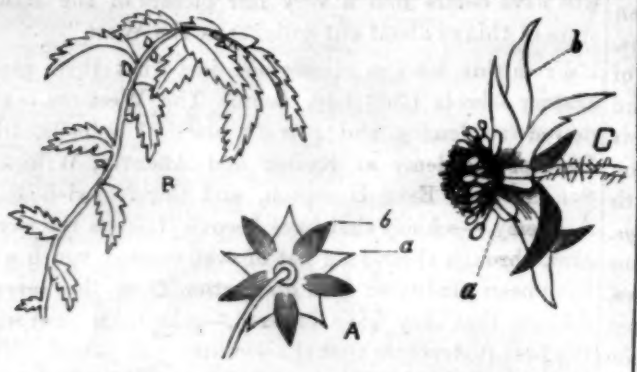

FIG. 13.—*A*, Calyx of Norway Cinquefoil; *a*, calyx-tooth, *b*, bract; *B*, leaf of Silver-Weed; *C*, flower of Marsh Cinquefoil; *a*, petal; *b*, calyx-tooth.

the same general plan (Fig. 13, *A*) with five-toothed calyx, and five bracts alternate with the calyx-teeth; the *petals* are *lemon-yellow*, and a *little longer than the calyx-teeth*; the leaves are smaller than those of the Common Cinquefoil, with five to seven narrow divisions not much toothed on the sides, green and shining above, and silvery and slightly wooly beneath; the stems are prostrate, or spreading, woody, reddish, and cottony.

The Norway Cinquefoil has flowers a little larger, perhaps, than those of the Silvery Cinquefoil; the *petals* are *lemon-yellow*, and *shorter than the calyx-teeth* (Fig. 13, *A*); the leaves have three parts as in the Strawberry, only narrower, and are conspicuously toothed; the stems are stout, erect, branched, and two or three feet high; the whole plant is bristly; and where the soil is particularly sterile we find the *Potentilla Norvegica*.

Potentilla is a diminutive of *potens*, — powerful, — and was given to the plants of this species because they were supposed to have powerful medicinal virtues, but such is not the fact. At all events, they have a powerful method of extracting nourishment from the most barren soils. Among the ruminants, perhaps there is no member better adapted to thrive on scanty fare than the goat. The two Potentillas mentioned are the goats of their family, and the latter (*Potentilla Norvegica*) is a pest to the farmer, especially in the northern New-England States.

The Three-toothed Cinquefoil (*Potentilla tridentata*) has a more northern range than the other Cinquefoils, being found from Cape Cod northward along the coast. It is common in the White Mountains and in Nova Scotia, and sometimes is found on the Alleghanies. Occasionally it is found at Gloucester and Rockport, more commonly at the Isle of Shoals, but not in the interior of Massachusetts and westward.

Most of the Potentillas have flowers with yellow petals, but the *tridentata* flower has *white petals*, and closely resembles a small Strawberry blossom; the *leaves* are very dark-green, thick, glossy, and *divided into three parts*, each part being coarsely three-toothed at the apex, whence the term *tridentata*; the stems are low, less than a foot high, woody, and several-flowered. Although the parts of the leaves have a general resemblance to the parts of the typical Cinquefoil leaf, that resemblance alone is an insufficient reason for including our plant in the Potentillas; but the plan of the flower, being very nearly typical, gives us, at once, the key to its classification.

The Silver-Weed (*Potentilla Anserina*) is the most beautiful Cinquefoil we have noticed yet, not only on account of the large, yellow flowers on long scapes, but by reason of the large and graceful leaves (Fig. 13, *B*), sometimes a foot long in damp places, especially brackish marshes, where it is usually found. The leaflets are arranged on the stalk in a reverse order from those of most other plants, in this case, the largest being at the extremity of the leaf-stalk, and the others diminishing in size toward the root. Here we see a greater variation from the typical Cinquefoil leaf; but the flower has the general plan.

The name Silver-Weed was given on account of the silvery and downy under-surface of the leaves. *Anserina* means what belongs to a goose, and is applied to our plant because, when it begins to blossom in May, little goslings, — little masses of gray and yellow, like our plant, — are running amidst its flowers and foliage.

In the Marsh Five-finger (*Potentilla palustris*) we see a still greater variation from the Cinquefoil type, especially in the flowers (Fig. 13, *C*) in which the divisions of the calyx are nearly always six in number, and sometimes seven, and the petals vary correspondingly. The calyx is often nearly an inch-and-a-half across, dark purple inside, with recurved points, while the purple petals are disproportionately small, — less than a quarter-of-an-inch long. The leaves are composed of from five to seven leaflets, similar to those of the Silver-Weed (Fig. 13, *B*), at the end of the stalk, and similarly arranged, but larger. The whole plant is clothed with silky hairs, and grows in bogs, often where the water is two feet deep, blossoming from June to August.

The last and most beautiful of the Cinquefoils to be mentioned is the Shrubby Cinquefoil (*Potentilla fruticosa*), which is the only one out of a hundred species that is so erect and woody as to form a small bush. It is from two to four feet high, and has a profusion of deep yellow flowers, which are about an inch across, and in structure on the general plan. The leaves are composed of five or more leaflets, which are white, silky underneath, and not toothed, — another variation from the other Cinquefoils. Its abundant blossoms, long season of flowering, — from June to September, — and vigor under domestication, make it a very desirable garden plant. Though not common about Boston, it is abundant about Rockport and Ipswich, and in Connecticut, New Hampshire, Colorado, and Siberia.

NOTE. — *June* 25. Near the Codman estate in Milton, back of the pond, is an unusual growth of Common Hound's-Tongue, and is distinguished by its sprays of reddish-purple flowers. Near the edge of the pond grows the small Forget-me-not (*Myosotis palustris*).

VARIETIES.

TO TAFFY.

Hail, Taffy, new-born goddess! Thou art come
  Into the world emollient and serene,
With liberal hands dispensing balmy gum,
  A sirup-mouthed, molasses-visaged queen!
What art thou giving us, O gracious one?
  Thou dost assuage our daily cares and toils.
'Tis thine to mollify the rasping dun,
  Thine to alleviate domestic broils;
The lover seeks thy aid to win his joy;
  The statesman looketh toward thee, and the preacher,
The interviewer, and the drummer-boy,
  Who drummeth wisely, owning thee for teacher;
The clam-dispenser toots thy tuneful praise,
  The lightning-roddist knoweth all thy ways.
— *D. S. Proudfit, "Bric-à-Brac," Scribner for July.*

— The following was sent us by a Pittsburgh (Pa.) correspondent: "A good old lady, on the hunt for some of the books that solaced our grandmothers, asked me, this morning, for *Hooker's Doubting Christians Comforted*. Not finding it, she remarked that it must be scarce, as she had written to ——, the publishers, who briefly and gravely informed her 'there were no doubting Christians in New York.' Happy New York! A better day must be dawning for the great city."

— The farmers of Illinois are very much excited about the depredations of the Hessian fly, and want to know something of its origin. If we mistake not, it was General Washington who first made the Hessian fly in this country. — *Yonkers Gazette.*

— I wonder whether the subtle measuring of faces will ever come to measuring the face there would be in one beautiful woman, whose mind was as noble as her face was beautiful, who made a man's passion for her rush in one current with all the great aims of his life. — *George Eliot.*

— The recent marriage of two gentlemen from Detroit, Mich., at Lisbon, Portugal, with young ladies of the latter city, illustrates a peculiar fitness of things. What more appropriate than that Michiganders should thus unite their fortunes with Portuguese!

— *Aunt Matilda:* And do you study geography, Janet? *Janet:* Geography? I should think so, indeed! *Aunt Matilda:* Where's Glasgow? *Janet:* Glasgow? O, we haven't got as far as that; we've only got as far as Asia. — *Punch.*

— That which thou dost not understand when thou readest thou shalt understand in the day of thy visitation. For many secrets of religion are not perceived till they be felt, and are not felt but in the day of great calamity. — *Jeremy Taylor.*

— Every man's work pursued steadily tends to become an end in itself, and so bridge over the loveless chasm of his life. — *Silas Marner.*

— Why is the letter *s* like a sewing-machine? *Ans.* — It makes needles needless.

— "The comet! he is on his way,
  And singing as he flies:
The whizzing planets shrink before
  The spectre of the skies."
"And what would happen to the land,
  And how would look the sea,
If in the bearded devil's path
  Our earth should chance to be?"
— *From an old poem by O. W. Holmes.*

THE MASS. NORMAL ART SCHOOL.

[At the graduating exercises of the Normal Art School, Secretary Dickinson set forth very clearly the aims of art-education, and we give our readers portions of his address.]

My Friends of the Graduating Class:

The Commonwealth is greatly interested in this Normal Art School, for it is the principal source from which the teachers of drawing in the public schools are to be derived. It is true that drawing was taught, to some extent, in the schools before the Art School was established; but as there were not many well-trained teachers of drawing in the State, the instruction given was not always of the most productive kind.

Drawing, it seems to me, must be wisely and skillfully taught, or its pursuit will have little or no tendency to train the mind to judge the better of the beauties and deformities of nature and art, or to produce that skill which will enable its possessor to create those things which are adapted to satisfy the wants of a cultivated taste. I do not think one can teach the most elementary lessons in drawing to the best advantage, or safely, unless he knows what is to be built upon them.

The elementary teacher can find no other guide to the topics he teaches, or to the order of teaching them, or to a good method of teaching, than may be found in the nature of scientific knowledge. We have been accustomed to think that almost any one can teach a primary school, and that it is not necessary for a teacher of the elements of knowledge to know more than the elements themselves. That idea no longer prevails, but on the contrary, the foremost educators of modern times are in favor of selecting teachers of the best talents, the most extensive learning, the greatest skill, and the largest experience in the most elementary schools. Wherever this is done we may expect that the first steps in elementary instruction will be intelligently taken, and that our young pupils will be started off in the right way toward the end they should be led to attain.

The relations that art education holds to the industrial prosperity of a country; the relations it holds to a complete development of the faculties and capacities of the mind, and the demand that a high civilization always makes for perfection in art, render the education itself a necessity, and consequently the introduction of the art-element into our systems of instruction a necessity. The results which this distinguished Normal-Art School has produced upon the industries of the Commonwealth, upon the teaching of drawing in the public schools, and upon the public taste, are already apparent; besides, through its indirect influence, drawing has taken its place among the branches required by the statutes to be taught in all the public schools.

And now, my friends of the graduating class, the schools are calling for skilled teachers, such as you are, to direct in them, by a true method and to the most productive results, the study of, at least, the elementary principles of art, and to train the pupils to a skillful application of them to whatever such art is designed to secure. If you imitate those who have gone out from this school before you; if you are loyal to the principles and method here taught, you will meet with great success, and contribute no small share toward the complete training of the children of the children of the State.

In behalf of the Board of Education, and of the master and faculty of this school, I present to you these diplomas as testimonials of your preparation to teach the theory and practice of art in the schools of the Commonwealth.

THE NEW COMET.

The brightest comet the inhabitants of the northern hemisphere have been favored with since 1843, is now visible in the constellation Camelopardalis, 32° directly below the Pole-star.

This comet was probably first seen by Dr. Gould, in Buenos Ayres, S. A., some three weeks since, — though the meager information received leaves some room for doubt; and although it has been in our sky more than a month, still as it rose after sunrise and set before sunset, we were unable to discover it until quite recently. Now it is visible all night. There are several other claimants for the honor of the original discovery.

The apparent motion of the comet is in nearly a direct line toward the bowl of the "Little Dipper," in the constellation Ursæ Minoris, and will undoubtedly be quite close to that cluster at the time of its disappearance, which will occur about the middle of August. Its tail sweeps to the east, which in the days of astrology caused great fear, and is over 35,000,000 of miles long, — greater than Donatis: still it will disappear in 20 or 25 days.

Although this comet is over 40,000,000 of miles distant and receding at the rate of more than one million of miles daily, still Prof. Henry Draper has succeeded in obtaining fine photographs of it. This is a feat that was supposed impossible, never having been accomplished before. Through the tail may be seen stars of the 2d magnitude. These appear in the photographs.

There seems to be quite a commotion occurring on the comet, judging from the great changes constantly taking place in the

position and relative brightness of spots or light-centers. The head or nucleus is not so large or bright as has been known of many other comets, but the surrounding envelope makes up for this deficiency by its unusual size. The nucleus is about 1,200 miles in diameter, and the surrounding envelope is about 14,000 miles through its thickest quarter.

Regarding the identity of the comet much has been said. Some believe it to be the return of the comet of 1807, others that of 1812; while Prof. Simon Newcomb believes it to be an *entirely new* comet, which, moving in parabolic orbit, has now visited this system for the first time in the history of the world.

Although the comet of 1812 is expected soon, there is quite sufficient difference in their orbits to warrant us in believing them different bodies;—neither can any irregularity be reconciled by the supposition that it passed sufficiently near any of the great planets to suffer a change in its orbit, for such was not the case. Neither can we believe it can be the one of 1807, as the observation from which the ephemeris of that comet was computed extended over a period of about six months, and are supposed to be quite accurate. These computations assigned to that comet a period of nearly 1700 years; and, besides, there is not enough similarity in the two comets to believe them identical.

Prof. Chandler of your city computes an ephemeris which is the following :

ELEMENTS.

Perihelion passage, 1881, June 16, 1907 (Washington mean time).

	Deg.	Min.	
Long. Perihelion	= 265	7.7	1881.0.
Long. Node	= 270	58.8	
Inclination	= 63	30.9	

Log. Perihelion distance, 9.86568.
Motion direct.

EPHEMERIS.

Wash. midnight. 1881.	—R. A.— h.	m.	s.	—Decl.— °	′	Log. r.	Light
June 26	5	48	44	Plus 57	47	9 8822	1.00
June 30	6	14	36	68	42	9.8963	.41
July 4	6	54	26	75	33	9.9134	.25
July 8	7	52	24	79	35	9 9328	.17
July 12	9	5	55	81	36	9.9535	.11
July 16	10	20	55	82	17	9.9751	.08
July 20	11	23	1	82	7	9.9969	.06
July 24	12	9	15	81	34	0.0186	.05
July 28	12	43	23	80	53	0.0400	.04
August 5	13	30	59	79	26	0.0812	.03
August 13 . . .	14	6	8	78	11	0.1197	.02

The light on June 26 is taken as unity.
Log. r is the logarithm of the comet's radius vector, or its distance from the sun.

Now that the spectroscope is perfected and the comet is being carefully analyzed, we may soon expect to be startled by the announcement of some wonderful discoveries, and to see the nature of comets and their mighty tails fully demonstrated. We hope to know something more definite soon.

FOREIGN.

RUSSIA.—A new university is about to be established in Siberia, and an English journal reports that the sum of £48,500 has been already subscribed toward the same, of which £35,000 are for the buildings, £10,000 toward the educational apparatus, and £3,000 for scholarships; the library of the new university has already 35,000 volumes on its shelves.

The Churchman mentions as a sign of the times in Russia that whereas, up to a late period, perfect religious liberty has been accorded to Roman Catholics, Protestants, etc., it has always been rigidly denied to native-born Russians, who were expected to conform to the tenets of the Russo-Greek faith; but that of late, in at least two public instances, official sanction has been given to the recognition of two of the dissenting sects. The sectarians are said to number fifteen millions of souls.

PRUSSIA. — Primary education in Prussia is gratuitous in sixteen cities only. These are Berlin, Breslau, Königsberg, Dantzig, Altona, Elberfeld, Crefeld, Posen, Erfurt, Kiel, Gladbach, Flensburg, Remscheid, Königshutte, Hagen, and Nordhacsen. The Prussian teachers' seminaries have 8,125 students, or 3,339 more than in 1870.

GOOD WORDS.

The *American Educator* says: "Without any comparison, Mr. Bicknell is the leader in educational journalism, and furnishes journals of every class which are among the best. Money is freely spent to enhance the value of the periodicals, and as a natural result, money must return to support the work. Every teacher should take a weekly paper, is a truth often uttered. It is true that every teacher ought to make THE JOURNAL OF EDUCATION the choice; and EDUCATION is a magazine which is a necessary luxury to all who wish to make their teaching worthy of the name of a profession.

Brother editors have only good things to say of our publications. Read what Brother Bardeen, of the *School Bulletin*, says in his June number: "The fifth bi-monthly number of EDUCATION reaches us just as we are ready to go to press, and we confidently assure the doubting Thomases among our readers that the permanent success of this magazine is assured. In the selection of both subjects and authors, each successive number has shown that a definite plan is being intelligently developed. EDUCATION is already a necessity to a first-class teacher."

CORRESPONDENCE, NOTES, AND QUERIES.

[The Editor is not responsible for opinion in THE JOURNAL except as expressed in the editorial columns, or over his signature. He cannot promise to return rejected MSS., or correspond with the writers. Correspondents should aim at brevity; the pressure on our columns imperatively demands it.]

SUPPLEMENTARY READING.

I believe fully in "Supplementary Reading," but think it best to consider the subject well and act calmly. I do not see how the introduction of a "series" of books for this purpose, such as several publishers are producing,—using them as I know they are used in many schools, giving a copy to each pupil in a class during the reading-exercise,—is to accomplish what I suppose to be one, at least of the desired ends; *viz.*, independent reading without previous study. How does this use of such books differ materially from the adoption of a new series of Readers, to be used conjointly with, if not in the place of, those now in use? It gives more variety to the matter to be read, it is true, but it seems to me extremely liable to drop into the practice, as I know it has in some places, of using two Readers alternately instead of one. It seems much better to me to read the whole or portions of books that have become standard, using only *one* book, and having that used by each pupil in turn, the others listening; of course, the teacher should also have a copy. We have read in this way a considerable portion of *Irving's Sketch Book*, Miss Alcott's *Little Women*, etc. Lower grades read *Robinson Crusoe*, and *Swiss Family Robinson;* and for grades still lower I have found nothing better than *Abbott's Rollo Books*. *Paul and Virginia*, and *Picciola and Undine* I would also recommend; and our most advanced classes have "dropped into poetry," and also have given *Shakespeare* a place.

I think every school should have a library upon which they may draw for books for this purpose as well as for general reading, and would like to say that we feel proud of ours, which, though commenced only one year since and acquired almost entirely by our own exertions, contains already most of the standard poets, sets of Irving, Prescott, Parkman's histories, Green's *England*, Bayard Taylor's works, full sets of Scott, Dickens, Hawthorne, and Cooper; Miss Alcott's stories, the Carleton books, Dana, Wallace, and many others of history, travel, and fiction. We have just cleared $110 as the proceeds of a festival, and we mean to keep on until we have a library "as is a library." I find our books are read, too; and if any one wants to see a look of offended dignity appear on one of our boy's faces, just ask him if he reads dime-novels.

Thompsonville, Conn., 1881. R. C. HITCHCOCK.

QUERIES AND ANSWERS.

No. 162. Are married women excluded from the public schools of Cincinnati?

Ans.—Supt. Peaslee replies to this as follows: "The Board of Education last winter made a rule that, should any lady-teacher marry, she should by so doing be regarded as resigning her position as teacher. This did not affect those already married, nor did it prevent the appointment of married ladies,—even of those who should resign as above. Some of the various districts have, in nominating teachers to the Board this month for the coming school-year, omitted the names of married teachers, but it is believed that in deference to a very decided public opinion, they will yet reconsider this action."

No. 163. Why two *r*'s in "transferrible," and not in "transferable"? A. W. S.

Ans. See "Rules for Spelling," in *Webster*.

ANSWERS TO QUERIES.

No. 144. $30 \times 27 = 810$ square feet, $\times 7 = 5{,}670$ square feet for cattle; $\div 21 = 270$ cattle.

$27 \times 25 = 675$ square feet, $\times 8 = 5{,}400$ square feet for hogs; $\div 8 = 675$ hogs.

$24 \times 20 = 480$ square feet, $\times 18 = 8{,}640$ square feet for sheep; $\div 4\frac{1}{2} = 1{,}920$ sheep.

No. 145. If he has three times as many sheep as lambs, his lambs must be $\frac{1}{4}$ of the entire flock. If half the lambs are twins, the mothers of these lambs are $\frac{1}{16}$ of the whole flock, and the mothers of the remaining lambs are $\frac{1}{8}$ of the flock. This disposes of $\frac{3}{16}$ of the flock, and leaves as many sheep as $\frac{3}{4} - \frac{3}{16} = \frac{9}{16} = 45$. If 45 is $\frac{9}{16}$, the whole flock is 80, of which $\frac{1}{4}$, = 20, are lambs, and the rest, — 60 — are sheep.

Boston, Mass., 1881. MISS M.

AN ERROR CORRECTED.

In the table of eclipses made out by your New York correspondent, there was a mistake of one hour for the longitude of Austin, Tex. According to the table, the moon was to be eclipsed at Austin after it was at Cincinnati, which of course was not the case. I examined the moon, though not with a good achromatic, and determined the time for this point.

Chico, Tex., June 20, 1881. J. G. JONES.

A SUGGESTION TO THOSE WHO CUT PRICES.

I have a little book the title-page of which is as follows:

Divine Breathings;
or,
A Pious Soul
Thirsty after Christ.
In a hundred pathetical
Meditations.
The Seventeenth Edition,
with additions.
London.
Printed for Scatcher &
Whitaker, No. 12 Ave-
Maria Lane; John Bew,
No. 28 Paternoster Row;
and William Ash, No. 15
Toner st.
1791.
Good allowance to those
who give them away.

It is the bottom line to which I wish to call attention. It is a benevolent suggestion on the part of the publisher, and a bid to the distributor of good books to make a little out of his charities. We have discounts to ministers, teachers, students, missionaries, libraries, and friends, — friends of the author, friends of the publisher, friends of the bookseller, and of his clerks; but "*a good allowance to those who give them away*," smacks of the good old times of '91. By all means let the generous feature of a past age be grafted on this selfish age of ours. "*A good allowance to those who give them away.*" It reads well on the title-page, this quaint, but most excellent phrase. Let the undersellers take it up, and put it down on the title-pages of some of their books. How excellent to put them on tracts and 12mos. Let some enterprising brother start it! "BENEVOLENCE," *in Pub. Weekly.*

LITERARY ECLIPSES.

[This department of THE JOURNAL is under the charge of W. H. EASTMAN, *Auburn, Me.*, to whom all communications relating thereto should be addressed. Solutions to the following, also good original puzzles for publication, are solicited. *Answers in two weeks.*]

RIDDLE.

In house and barn we're often found,
In palace and in cot,
In schools and colleges renowned,
And in the ocean-yacht.

Your boots and shoes we're often in,
And sometimes in your hose,
Likewise your gloves, if not too thin,
And mittens, too; who knows?

In every yard we have a place,
But are neither shrub nor tree,
The human form we often grace,
As you can plainly see.

In walking on the kitchen-floor
Some people on us idly tread,
Most persons own at least a score,
Yet often beat us on the head.

N. L. VAN DEUSEN.

ENIGMA: 99 LETTERS.

My 62, 8, 16, 96, 71, 82, 92, 5, 81, 59, 13, 10, 48, 39, is a modern scientist.

My 77, 75, 91, 64, 32, 47, 72, 68, 11, 51, 29, 49, 18, 30, 35, 53, 60, 94, 42, is tautology.

My 95, 85, 84, 38, 2, 12, 56, 89, 6, 74, 22, 79, 21, 34, is a scourge of low lands.

My 81, 4, 14, 41, 23, 55, 23, 3, 20, a title which should confer honor, but is often used in contempt.

My 1, 50, 17, 19, 3, 36, a sign of the zodiac.

My 28, 52, 15, 54, 25, 6, 78, 9, 27, 37, 7, 97, 26, is a purely mental process.

My 31, 66, 50, 7, 44, 99, an apparition.

My 14, 41, 17, 23, 93, 98, 46, 82, 57, 65, 70, 90, 86, 87, a popular novel by a living novelist.

My 43, 12, 76, 77, 24. 33, an eminent scientist.

My 45, 67, 61, 69, 63, 56, 73, 83, 15, 40, inhabitants of South Africa.

My 58, 88, 80, 14, 5, 81, 91, 19, a common mineral.

My whole is a quotation from Professor Huxley, used by Herbert Spencer in his work on *Education*.

JENNIE H. I. STONE.

ANSWERS TO PUZZLES OF JUNE 23.

CHARADE.—Cowper. ENIGMA.—Wallace.

ACROSTIC.—1. Tellus; 2. Hades; 3. Euterpe; 4. Romulus; 5. Elysium; 6. Styx; 7. Mnemosyne; 8. Amphion; 9. Ninus; 10. Y; 11. Arachne; 12. Sol; 13. Lachesis; 14. Iris; 15. Pandora; 16 Thisbe; 17. W; 18. Iphigenia; 19. X; 20. Tempe; 21. Thalia; 22. Helena; 23. Eurystheus; 24. Cadmus; 25. Urania; 26. Pegasus; 27. Ancæus; 28. Nereids; 29. Dido; 30. Terpischore; 31. Hygeia; 32. Epeus; 33. Lethe; 34. Ilus; 35. Parcae.
Initials, "There's many a slip 'twixt the cup and the lip."

ANSWERS RECEIVED.—The *Enigma* of June 15 is solved by Ella F. Phinney, Portland, Me. All the *Eclipses* of June 23 are answered by Rowena A. Pallard, Windsor, Vt.; Ida E. Carry, Portland, Me.; and Ella F. Finney, Portland, Me. The *Enigma* and *Charade* of the same date are answered by C. H. Gates, Providence, R. I. The answer to the *Charade* as furnished by the latter contributor, is as follows:

The maiden perchance the *Task* was reading,
While on her *Sofa* reclined;
She let the *Timepiece* tick unheeding,
The *Garden* ne'er came to her mind.

A distant *low* is heard outside,
But a *purr* at her elbow seems;
Then quickly her *Cowper* she lays aside,
Tho' still of his verse she dreams.

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THE American Institute of Instruction is now holding a large and successful session at St. Albans, Vermont. The sad news of the week has somewhat affected the attendance, but most of the leading men and women of New England are there, with a large representation from other States. Dr. Curry of the Peabody Fund is the most prominent of the visiting fraternity. Our issue of next week will contain a full report of these interesting proceedings.

THE National Educational Association,—Hon. J. H. Smart, president,—will meet at Atlanta, Ga., Tuesday, July 19, for a three days session. The South will have a large representation at this meeting, but the Summer weather and the long distance to travel will hinder a large attendance from the North. We hope to see a good number of our representative men at that gathering of educators. The National Council of Education will also meet at the same place, and will hold a preliminary meeting at Lookout Mountain, Chattanooga, during the last of the previous week.

MR. DE PUTTKAMER, the new Minister of Public Instruction in Germany, is not favorable to free conferences of teachers, as he considers them likely to cause the teachers to exaggerate the importance of their functions and their knowledge, as well as the pretentions and aspirations of this class of public servants. He also thinks these conferences have a tendency to make the teachers unwilling to submit to the orders of the State; that they excite a political spirit, which degenerates into agitation, and raise up a marked hostility toward the church, and will destroy every connection between the parsonage and the school-house. *La Gazette des Instituteurs* says with reference thereto: "The minister's circular is a precious document, which shows to what a point reaction has arrived; he wishes to place the school again under the tutorship of the Church."

NOT the least among the great attractions of the American Institute of Instruction will be the address of Dr. J. L. M. Curry, of Richmond, Va., the new secretary of the Peabody Educational Fund, successor to Dr. Barnas Sears, whose death last summer at Saratoga was the most affecting incident of the session of the Institute there assembled. Dr. Curry has not, to our knowledge, appeared in New England as a speaker on educational themes. In the Southwest, especially in Alabama, his native State, a district of which he represented in the Congress of the United States more than twenty years ago, his name has long been associated with public affairs, and since the war he has acquired an enviable reputation as a clergyman and professor in a college at Richmond, Va., now his residence. It is understood that Dr. Sears had already indicated his preference for Dr. Curry as his successor before his death; and his unanimous election to the office of secretary of the Peabody Fund, by its eminent board of trustees, over the heads of so many distinguished candidates, was a high testimonial to his fitness for that difficult post. Dr. Curry is one of the broadest-minded and most thorough-going schoolmen of the South. His addresses during a late tour through the Southwest were admirable in every way, and inspired confidence and enthusiasm among the superior teachers and friends of education in several States. No man knows the South as it was, and as it is, better than he; and no man in the educational field has a clearer view of the necessities, difficulties, and encouragement of Southern school-life. His address on "Education in the South" cannot fail to be deeply interesting and instructive. He will find that no topic is so near the hearts of the teachers of New England as that assigned him in the program.

AN Italian journal, *L'Educatore*, mentions the erection, by the muncipality of Venice, of a statue to Nicolo Tommaseo, author of several fine works on education, which have had much success among the countries of the Italian peninsula and elsewhere. Another journal, *La Luce*, of Rome, gives the following among the contents: "What is a schoolmaster? A myth; the educating power, the creator of good. What is the executioner? Another myth; the power that punishes, the destroyer of evil." This seems a curious medley. The Pope has just granted a considerable sum to the Academy of St. Thomas, to enable it to procure the most important publications, and to bring distinguished young men to Rome. He also encourages the Academy of Judicial and Historic Sciences, in which courses of lectures are delivered by savants of great distinction.

THE PRESIDENT.

As we go to press, our beloved President of the United States lies in the arms of God, between life and death, and before our words go to our readers the Nation's heart may be saddened by the great calamity of his death. No president since Thomas Jefferson has so won the hearts of the people by his lovable character as a Christian man, while commanding respect for great qualities of statesmanship, as James A. Garfield. With Jefferson, he shared the distinguished honor of being emphatically the teacher's President. He left the school-room at the call of his country; but his interest in the education of the people has been one of the marked features of his public life. If that life is spared, we may look to broad and beneficent results in the progress of the people's school, from his administration. But such words as he spoke for the children, at his inauguration, do not perish with their author. They become a part of the consciousness of the Nation, and pass into the common life of the people as one of the potent forces of the times. If a man, in so many ways the scholar's ideal of a ruler, must be snatched from us in this strange and hideous way, it will yet have been good for the people that even for four months he sat in the President's chair, proposing wise and charitable and patriotic things. God grant that he may be spared to make the noble prophecy of his inaugural a new chapter in the history of the republic!

If he dies, it will be as a victim to the most insidious, vulgar, and dangerous tendency of our American life,—that widespread insanity for the "little brief authority" of office-holding, which, next to ignorance, is the besetting peril of the time. Many a nation has recovered, even grown in power and glory, by a great civil war in which the national idea was triumphant. But no nation ever yet recovered when this disease,—the rage for power, with the whole class of the low and detestable vices which it implies,—had thoroughly fastened itself on the vitals of the people. It may be, in the providence of God, it was necessary that our President should die by the hand of a lunatic office-seeker, to awaken the people to this the peril of the hour. It is said that a million men have put in their applications for office at Washington since the 4th of March. Thousands of these hungry creatures have pushed their claims beyond the bounds of decency, with a violence and a depth of moral meanness that makes one ashamed of American human nature. The branch of the government to which we look for the embodied wisdom, purity, and moderation of the land, died of lock-jaw a month ago, a victim to a quarrel for the spoils of office. Then the base conflict was transferred to the capital of the Empire State, where it has run its course through slander, bribery, adultery, and the most degrading personal partisanship. The double pistol-shot from Washington that laid our honored president low, was the fit, logical outcome of a conflict so base and degrading to republican institutions.

Whether Garfield lives or dies, the people have had an object-lesson in civil service, ranging through the whole realm of the infamy of our present barbarism, from towering and insolent ambition to hideous assassination. If the inauguration of an American President must usher in such a pandemonium of office-hunting, it will become as dangerous to occupy the position of chief magistrate of the republic as to be the emperor in the worst days of Roman imperialism. Will our public men, will not even the leaders of the factions which now distract the government, heed the warning-signal of the assassin's shot? It may be that even the average professional politician will come to his senses while looking upon the prostrate form of the President. But, surely, that portion of the people who, by their intelligence, character, substance, and influence, are the real sovereign power in America, will ponder these things and work out some way of salvation from the most shameful death that a great nation can die.

And to no class of our people does this lesson come with more directness of solemn significance than to the superior teachers in our schools. From this time let them face their duty in teaching the youth of every State the virtues, public and private, which made the fathers immortal, and without which the proudest of their children will sink to a nation of sneaks and slaves. May heaven give the teachers wisdom to deal, in power and prudence, with the mighty obligations that look in through every open door and window of the nation's school-room in the "great and awful time" in which our lot is cast.

THE CRITICS OF THE PUBLIC SCHOOLS.

The most hopeful sign of intelligent interest in popular education is the hailstorm of criticism upon it from various quarters. The last month scores three notable authorities in trenchant criticism of the present system of secondary and higher education by the State. The *Nation*, newspaper, which is nothing unless Olympic, is out with a thorough overhauling of the graded system. The Louisville *Courier-Journal*, with characteristic positiveness, and an over-dose of local heat, presents its program of Southern education without "missionaries." Most courteous and scholarly, and with, probably, most experience of all the critics, Dr. Edward H. Hall, of Worcester, Mass., discourses in his favorite tentative style concerning the "Function of our Public Schools," in the *Unitarian Review*. These, and numerous other deliverances from less-celebrated quarters, confirm the impression of the past few years, that an attack on the American system of the free secondary and higher education is being delivered along the whole line from Maine to New Mexico.

We see no reason for alarm or offence at this assault, farther than the constant exposure of ignorance of the actual state of affairs, or an unfriendly animus toward popular education, revealed in a good many of the more zealous of the critics. The people of the United States are now engaged in the most stupendous undertaking recorded in history,—the attempt to establish a nation of the peculiar type known as a Federal Republic. Success in this effort will be in proportion to the number of American citizens competent for intelligent thinking, moral conduct, and self-controlled character. While the country, as to-day, probably contains a considerable majority of people in various degrees of incompetency in all these directions, American life will be largely controlled by the minority who constitute "the weight of the meeting;" money, skill, proved character, and great ability, standing in the place of kings, nobilities, State priesthoods, and title aristocracies abroad. Free industry, a free church, free education, and an open social highway after three centuries of revolution and experiment, have been indorsed by the people as the only practical way of changing this minority into a majority, and making us a Republic in fact as in name. As an essential part of this popular training, our people everywhere have indorsed the idea that, as fast as circumstances will permit, the secondary and higher education shall be offered, free of tuition, to American boys and girls. This principle appears in the public-school system of every State,—most completely in the new States of the Northwest,—but everywhere with sufficient clearness to declare it a part of the American system of public instruction. *And it is worth while to notice that every State, in proportion to the increase of its financial ability, becomes more firmly wedded to this principle.* One after another, the strongholds of the opposition fall, and a new group of communities establishes superior facilities for the free superior education of the people. This does not imply hostility to denominational, corporate, or private universities and colleges; but only the fixed popular conviction that all these are inadequate to the great American need of training for superior citizenship. So, along with the steady growth of the free normal, high, and university school, proceeds the munificent endowment of the most worthy of the old colleges and academies, and the establishment of new institutions on a scale hitherto unknown. This is as it should be; and the friends of what is somewhat officiously termed "Christian," "scientific," or "scholastic" education, should have learned that the fate of their enterprises is bound up with the success of the common school, their most celebrated establishments being found in the States most thoroughly committed to the American system.

Now, the radical mistake of this numerous body of critics is the assumption that *any class of clerical, university, scientific, or practical men is of itself competent to define the functions of public education.* This great question is a part of the general problem of republican life; a question not of theory but of experiment, to be decided according to results. The people insist on the right to make the experiment fairly and fully, in every State. If it fails as signally as is predicted, it will be dropped. So far, the States that have done the most of it are best satisfied. Of course, criticism, objection, open and secret attack, misrepresentation, and misconceptions, even political intrigue and malignity, are expected in opposition. As a part of the whole body politic, the testimony of individual experts and classes of people is valuable. But the question can no more be decided by any self-constituted committee wearing any badge of superior culture, than any question of government, social or ecclesiastical polity. If the people of the United States, a hundred years ago, had put themselves, in civil affairs, into any one of a dozen classes of "superior people" who insisted on "running the machine," there would have been no republic to-day. If the people of Massachusetts, fifty years ago, had placed their educational affairs in the hands of a body of experts similar to the accomplished and eminent crowd now trying to change the public-school system, there would have been no practical and effective common school, to-day, in that State. Nothing is more valuable than this constant fire of criticism from the Adamses, the Eliots, the Halls, the Durants, and the Runkles. Even the bishops and the municipal "bosses" have their uses. But woe to that American State or city in which the people abdicates the charge of its own system of public education in favor of any "ring," however "sacred," "scientific," or "practical" its designation.

One reason why the people are so little impressed with this demand to give up the secondary and higher education to self-elected experts, is the hopeless disagreement of the critics themselves in regard to the limits of public education. Dr. Hall suggests a generous course, requiring an English high school, as an outfit for a citizen. Simon Cameron thinks the negroes of the South are now dangerously "over-educated." Grant White clamors for a back-down upon the exploded New York city "public-school association." Wendell Phillips and Gail Hamilton shriek for the old-time district school of Yankee-land. Kentecky Watterson has positive convictions, and every Southern hamlet contains an eminent citizen who would shut down on the "three R's" for all but the favored few. A group of eminent Boston ladies would change the common schools to a kitchen-garden for girls; while admirable Christian gentlemen, and mechanical and scientific experts would resolve Massachusetts schoolboys into a "whittling school" or apprentices to the Russian system of technical training. In short, if the people should take back seats and bring this crowd of critics to the front, the country might be entertained by the livliest educational debating society on record. But children grow while experts wrangle, and the people do wisely in giving them the best education possible "while it is called day."

DRIFT.

— "Helen Campbell" writes to the Boston *Herald*, from North Carolina, about "Southern girls" in a way that moves us, after a year's examination of the same, to say that Helen should buy a new pair of spectacles and look deeper if she expects to get credit for a truthful account of the young women down South. We have seen several thousand of them, schoolgirls and school-mistresses, not to say young ladies, within the past year. That a good many of them are exceedingly pretty, and are aware of it, is certainly no mortal sin. That people get into the shade and stay there, by the middle of a Southern summer, may be imputed to laziness; but, in our judgment, is accounted for by the original infirmity of human nature. That there are too many silly young females, too few superior girls' schools, and too little interest in bracing up the mentalities among our Southern sisters, does not prove them so very exceptional, as we have the same trouble, even in Boston. We only say that a good deal of the talk about the "inefficiency," "indifference to good culture," and "sectional prejudices" of Southern girls is little better than nonsense. The South is full of young girls who have grown up since the dismal days of '61, of whom the country will think the more in proportion as it knows them better. Their lot has fallen, too often, in hard places, and their opportunities for study, society, travel, and the enjoyment of much that is open to their sisters of the North, is very meagre. But we have never seen in the New-England, the Middle, or the Western States, in all of which we have carefully looked over the American young woman, a more promising set than they. For cheerfulness and courage amid disheartening circumstances; fidelity to family, home, and friends; resolute purpose to improve themselves, and eagerness to enter every avenue of womanly advancement, they have no superiors anywhere. We never saw or heard of more touching instances of devotion to the best culture than were constantly under our observation during the past months of our sojourn in these States. The superior young women of the South are not seated in sackcloth among the ashes of the past, but up and coming, in the brightest clothes they can get into, full of new American hopes, ready to do their duty as it shall be made plain to them in the days to come. If a few more of our wealthy Northern women of culture would go down there and liberally endow half-a-dozen of their best schools for girls, or, better yet, "pool" their money and philanthropy in a Southern Vassar or Wellesley, where thousands of these little women could receive the best education of the time for a hundred dollars a year, the Helen Campbells could be left to their scribblings with small danger of prejudice to the Northern mind.

— We must differ from our contemporary, the Boston *Daily Advertiser*, in its regret that money is not concentrated upon a few great universities, but is still distributed with lavish hand among the many smaller colleges of the country. There is no danger that Harvard and Yale, in New England, with Eliot and Porter on the lookout, will not gather wind sufficient to swell the sails of these great institutions. The State universities beyond the Hudson, with a few exceptions like Columbia, Princeton, Vanderbilt, and Washington, are destined to unlimited expansion, and these university towns cannot fail to become educational centers of the first class. But nine-tenths of the present college students in our country can no more afford the expense of a great university than they can go to heaven, in the flesh. For generations to come, the average American college must be set on wheels, carried onward with the population, and adapted to the present need of the average boy and girl desiring a better education than can be obtained at any other school in the locality. There is a good deal of useless sneering at the smaller colleges by the young fellows who figure in the boat-crews of a few universities, or go forth clad in the complete armor of what is called, in these higher regions, university education. But as long as the smaller colleges, as in the past and present, develop great men in startling disproportion to their scholastic opportunities, it were wiser for the critics to look a little deeper into the significance of university education. The *"true inwardness" of college life is a vital connection between a great teacher and a student*, and that university is best which best secures this; even if a negro university, at Atlanta; or the little Williams College of long time ago, up in the mountains, with Bryant, Armstrong, Dawes, Dicknson, and Garfield on the rough benches, and Mark Hopkins, at his philosophical senior wrestling-match, in the professor's chair.

— In our boyhood the little village where we lived was blessed with a local Socrates, whose tongue was a hornet for village respectabilities, and who had his say, spite of church and justice's court and an occasional knock-down in the bar-room. The secret was, that the rough old mentor never ranted half-an-hour without stumbling upon a saying that went to the root of the matter, so that he was the last man the village could spare. The recent Phi Beta Kappa address of Mr. Wendell Phillips, at Harvard College, is another indication of the amount of malignant nonsense that even Old Boston will overlook in a man who never fails, somewhere in his eloquent raving, to put into the fewest words the most valuable lesson of the day. Phillips is an incomprehensible mixture of an old Puritan parson and a modern Parisian socialist. In his Harvard address new Paris comes to the front in an out-and-out defence of Boycotting, trades-unions, and nihilism. But in due time, the parson takes the pulpit and preaches to fastidious Cambridge a sermon on American scholarship that should be dished up in paragraphs for declamation in every American high school. Boston is wise in trying to forget the crazy masquerade of ultra radicalism in which the most conservative and stringent moral censor of the last century has a fancy to display himself. We trust Wendell Phillips will live twenty years longer, and every year "speak a piece" as much to the point as the Phi Beta Kappa oration of the present year.

SOME SUMMER FRUITS.

Doctor of Laws.

Geo. Wm. Curtis, New York; James D. Colt, Mass., by Harvard Coll. Hon. W. H. Smith, of No. Carolina; Com. H. H. Gorringe, New York; Thomas Bailey Aldrich, Mass.; W. D. Howells, Mass.; Dr. Austin Flint, New York; Rev. Alexander Hannay, London, Eng.; George Peters, M.D., New York City; Hon. Elias W. Leavenworth, New York, by Yale Coll. Hon. Wayne Mac Veagh, Washington, D. C.; Prof. W. W. Goodwin, D.D., Rev. Saml. I. Curtis, Rev. J M. Green, by Amherst Gen. Francis A. Walker by Yale and Amherst Coll. Rev. Henry R. Trask, New Jersey, Colby Univ. Gov. C. H. Bell, New Hampshire; Timothy P. Redfield, Montpelier, Vt., Dartmouth Coll. Hon. Wm. P. Frye, Lewiston; Moody Courier, Manchester, N.H.; Prof. Hiram Orcutt, Boston, Mass., Bates Coll. D. B. St. John Roosa, New York, Univ. of Vermont. J. Boyle O'Reilly, Boston, Univ. of Notre Dame, Md. Prof. J. Strong, Drew Theo. Sem., Wesleyan Univ. Thomas W. Bicknell, Boston, Drury and Strait University.

Doctor of Philosophy.

Prof. R. Fletcher, Hanover, Mass; John W. Allard, Milford, Mass.; Jonathan Teuney, Albany, N. Y.; Jacob M. Colt, Concord; Samuel W. Mason, Boston; by Dartmouth Coll. Prof. Henry A. Frink, by Amherst Coll. C. C. Rounds, Farmington, by Bates Coll.

Doctor of Divinity.

Geo. B. Gow, Brattleboro; Rev. C. E. E. Barrows, Newport, R. I., by Colby Univ. Levi H. Cobb, Minneapolis, Minn.; Edwin M. Haines, Whitehall, N. Y., by Dartmouth Coll. Thomas Goodby, England, by Bates Coll. J. C. W. Coxe, Joel W. Eaton, Daniel A. Goodsell, by Wesleyan Univ.

Master of Arts.

Francis Cogswell, Cambridge, by Harvard Coll. A. Lyman Williston, Rev. Charles C. Bruce, Henry C. Hammond, Thomas H. McGraw, Hiram J. Noyes, M.D., by Amherst Coll. Isaac N. Danforth, Chicago; Elias B. Newton, Boston; C. H. Bartlett, Manchester, N. H.; G. B. Dinsmore, New York; Jacob R. Dodge, Washington, D. C.; Hapgood Wright, Lowell, Mass.; John Mitchell, Des Moines, Ia.; Andrew H. Young, Dover, N. H.; Jacob E. Vose, Ashburnham, Mass., by Dartmouth Coll. Rev. M. Hulbert, Burlington, Vt.; Edwin L. Temple, Rutland, Vt., by Univ. of Vermont. Marcus W. Lyon, Joseph H. Owens, by Wesleyan Univ.

NEW PUBLICATIONS.

BREATH OF THE FIELD AND SHORE. By Louisa Parsons Hopkins, author of *Motherhood*. Boston: Lee & Shepard.

The author of *Motherhood* should need no second introduction to the reading public. The mingled tenderness and power of that poem will never be forgotten.

The *Breath of Field and Shore*, though a small and unpretentions collection of verses, has in it the elements of true poetry. The perception of beauty, seeing it for one's self and not through the eyes of others, is the first characteristic. In the lightest of these versicles the sense of beauty is supreme. The ferns, morning-glories, barberries, and daisies rise in mental vision as one reads. And the scenery of sea, the cedar-crowned hills, and the broad salt-marshes,—how vividly the picture stands! Yes, the author has been to nature and not to poets for her inspiration.

Poetry is known by its quality of suggestiveness; and in the lines of Mrs. Hopkins whole landscapes are done in a few strokes. There is not a poem which does not show her power. A book like this is a benefaction to all noble souls. Those for whom these poems were written will feel a sense of exaltation, almost of holiness, certainly of worship and reverence, as they follow the free movements of the author's mind. Many of the exquisite gems in this new volume have appeared in *The Journal of Education* and *Primary Teacher*, and have delighted thousands of readers, and will be heartily welcomed in this more permanent and convenient form. Mrs. Hopkins has won for herself an honored name among the modern female authors of the day in her *Motherhood*, and the present volume will aid in making her merits known.

THUCYDIDES. Translated into English with Introduction, Marginal Analysis, Notes, and Indices. By B. Jowett, M. A., Master of Balloll College, Regius Professor of Greek in the University of Oxford, Doctor in Theology of the University of Leyden. In two volumes. Vol. I., containing the Text; Vol. II., containing the Notes; to which are added an Essay on Contemporary Inscriptions and other brief dissertations. Price for set of two volumes, $8.00. Oxford: Clarendon Press; New York: Macmillan & Co. For sale by Willard Small, Boston.

Thucydides is generally regarded by scholars as the greatest historian the Greek people ever produced. He was born at Athens, 471 B. C., and had by inheritance the princely blood which flowed in the veins of the families of Miltiades, Cimon, and Pisistratus. His scholarship was secured under the instruction of the philosopher Anaxagoras and the rhetorician Antiphon. He was rich and owned the celebrated gold mines on the coast of Thrace, which were subsequently worked with great profit by Phillip of Macedon.

In the eighth year of the Peloponnesian War (424 B. C.) he commanded an Athenian fleet of seven ships designed for the defence of Athenian settlements on the coast of Thrace. The City of Amphipolis was the special care of the fleet. During a brief absence of Thucydides a Spartan general attacked the city, and the inhabitants accepted the alluring terms of capitulation offered before Thucydides could reach it; and as a punishment for his neglect, or rather misfortune, he was driven into exile, and lived for twenty years in foreign countries,—in Thrace, Peloponnessus, and Sicily. In 403 B. C., he was allowed to return to Athens, but two years later was assasinated. His great work was the History of the War of the Pelopponn against the Athenians. He began to write when they first took up arms, but it was never finished. It reaches only to the year 411 B C. and the eighth book, which differs in style considerably from the preceding books, is thought by some to have been written by his daughter.

The honor of inventing the art of history is properly accorded to Herodotus, who was only thirteen years older than Thucydides, but the difference between their writings is very striking. Herodotus writes about everything interesting, in a prolix style which often becomes diffuse and garrulous, while Thucydides states only that which has a direct bearing on his subject, and states it solely on account of this relation. He deduced from facts as they presented themselves in the course of events, the motives of the individual characters, and the causes of the visible effects. Modern historical writings have rarely reached to a higher standpoint of art, or penetrated deeper into the philosophy of action than those of this ancient historian.

The work of Thucydides has been repeatedly edited by eminent Greek scholars. The edition by Poppo, published at Leipsic, in 11 volumes, in 1821, is eminently distinguished by lovers of Greek literature. The present editor has availed himself of all the previous studies upon the work, and has furnished an edition far superior to all that have preceded it, separating the wheat from the chaff, and with good sense and philological tact has interpreted the great historian in accordance with the soundest principles of interpretation. The notes in the second volume are of great value, especially on the inscription of Greece in the days of Thucydides. Our limited space forbids a critical analysis of this scholarly work. It will be a most valuable addition to the library of all scholars. It is issued in the best English style, in the large, clear type of the Clarendon Press, with side-note margins. The volumes each contain about 600 pages. A full and well arranged index to the text will be found of great value to the student.

THE NEW TEXT-BOOK OF CHEMISTRY. For use in High Schools and Academies. By LeRoy C. Cooley, Ph. D., Professor of Physics and Chemistry in Vassar College. New York: Charles Scribner's Sons.

The avowed purpose of the author of this new text-book of Chemistry is to provide an elementary course of Chemistry, suited to the wants of teachers and students in seminaries, academies and high schools. In its arrangement and plan we see the intelligent skill of an experienced practical educator. The fundamental facts and principles of the science are stated in concise terms, and at the same time are made clear to the comprehension of the student. The essential things of this for reaching science are carefully eliminated, and presented not only as a preparation for more advanced courses of investigation in this department, but for application in the practical purposes of life by those who are restricted to the preparatory school.

The topics are arranged in a logical order, adapted to encourage and secure the correct methods of scientific study, and greatly facilitate the best methods of teaching. Among the specially valuable features of this new book is the brief course, concentrating the essential points and providing for thorough reviews by means of summaries of the principles, and exercises with problems at the ends of sections and chapters.

The science as presented is fully up to date, and although it is a thin book of less than 300 pages, it shows how to make the experimental method of reaching facts prominent and practicable, by fixing the student's attention upon a few experiments which are within reach, by means of well-executed cuts, and the providing an additional number which are easily and cheaply made, and which are designed to be studied only when they are seen. It is a book every teacher of science should examine. It is admirably printed on good, heavy paper, and substantially bound, as all school text-books should be.

BEAUTY IN DRESS. By Miss Oakey. New York: Harper & Brothers.

This book is dedicated by the author to the Women of America, and is intended to prove that the fit clothing of the individual is not a matter of caprice, but may be based upon definite laws of form and color; that it does not depend upon elaboration or expense, but upon good taste and knowledge,—upon its harmony with the surroundings and needs of the individual. Miss Oakey believes that the dress that shows taste and sentiment is elevating to the home, and one of the most useful feminine means of beautifying the world. She has made her detailed suggestions with a view to help all kinds and conditions of women,—those who are compelled to wear cotton and those who wear velvet. She mentions the apparel suited to all styles and types of complexion and form; to all occasions from the home to the fancy ball. Being a man, we think the author's views are full of common sense.

ANNALS OF BROOKDALE. A New England Village. Philadelphia: J. B. Lippincott & Co.

This is a pleasant story of New England life. The sketches of the scenery, manners, customs, and amusements are very well written. If the writer was to revisit the New England of to-day and compare it with the memories of it he had recalled, he would find himself in an "Undiscovered Country" in many respects. To those who love to look at the pictures of the past in Yankeedom and revive early associations, the *Annals of Brookdale* will serve a very excellent purpose. It is printed and bound in excellent style.

FARM FESTIVALS. By Will Carleton, author of *Farm Ballads, Farm Legends*, etc. Illustrated. New York: Harper & Brothers. For sale by A. Williams & Co., Boston.

This elegantly printed volume, with characteristic and original illustrations, in tasteful binding, will be eagerly welcomed by those who have enjoyed the author's previous works. This is the third number of the "Farm Series," and is devoted to the festivals of the farm, and furnish the author congenial scope for the expression of his thoughts, fancies, and memories. Several characteristic features are interwoven with the festival songs. The characters will be recognized as drawn from people to be found in many sections of our country. No words can convey to the reader the full measure of pleasure there is in reading these simple and truthful descriptions of Will Carleton on farm and home life scenes. The contents of this volume include "The Festivals of *Reminiscence*, or the *Pioneer Meeting*," in which is included the "Song of the Axe; The First Settler's Story; Eliphalet Chapin's Wedding; The Second Settler's Story; and Sleep, Old Pioneer;" The Festivals of Praise, or Thanksgiving Day; of Good Cheer, or Christmas Monologues; of Anecdote, or an Evening in the Country Store; including "Our Traveled Parson," "The Dead Student," "The Death-bridge of the Tay," and "The Lightning-rod Dispenser;" The Festivals of Clamor, or The Town Meeting; of Melody, or The Singing School; of Industry, or The Country Fair; of Injustice, or The Lawsuit; of Disreasons, or The Debate; of Reunion, or The Golden Wedding; and of Memory, or Converse with the Slain.

THE LIBRARY. By Andrew Lang. With a chapter on Modern English Illustrated Books, by Austin Dobson. London and New York: Macmillan & Co. Price, $1.25. For sale by Willard Small, Boston, Mass.

This is a volume which will greatly interest all lovers of books. It contains many curious facts concerning book-hunters. The chapter devoted to "The Library" is full of information about the manner of collecting, arranging, and preserving books of all kinds. It has suggestions that will be found very serviceable, showing the value of old manuscripts, early printed books, and how to recognize them. Mr. Dobson's article on Modern English Book Illustration, gives the reader a complete history of the origin and development of the art of pictorial representations. The sample plates and cuts taken from works that have appeared at different times, from the days of Hogarth to the present time, are studies of great interest. He compliments the "new American school" of reproduction of engravings, and says that further improvements will have to be made by English illustrators before they can compete commercially with wood engraving as practiced by the "New American School."

AMONG THE HILLS. A Novel. By E. Frances Poynter. New York: Henry Holt & Co.; 1881. 16mo, pp. 310. Leisure Hour Series, No. 127.

This is a capital summer vacation story, and "Hoysted" will find thousands of city visitors to ramble over its hills and gaze away over its wild tract of country, and long in imagination for a stroll by the side of its little brooks and listen to their gurgle as they revel their way among the bushes and break into tiny falls over the stones. It is emphatically a book for the satchel and timely for the traveler on his tour to the country during the coming weeks to be devoted to rest and recuperation. This is No. 127 of the popular "Leisure Hour" series. Well printed and bound in excellent style.

LITERARY NOTES.

— Roberts Bros., Boston, will publish at once the ninth novel in the second series of "No Name Books." Its title will be *Baby Rue*.

— Wm. T. Comstock, New York, will have ready, about July 10, in one volume, Bicknell & Comstock's *Modern Agricultural Designs on Details*, now issuing in parts.

— *The Orthoëpist*, by Dr. Alfred Ayres, which is issued by D. Appleton & Co., is in its 7th edition. The schools on the Pacific coast are beginning to adopt it as a text-book.

— Dr. Mulford's *Republic of God*, published by Houghton, Mifflin & Co., Boston, is regarded by scholars as one of the great books of this century, and is being read and studied with unusual thoroughness.

— James R. Osgood & Co., Boston, have issued the third volume in the "Round-Robin Series." It is a Southern story entitled *The Georgians*. They also issue a book of stories by Nora Perry, and an octavo volume of essays on General McClellan's campaign on the Peninsula, edited by John C. Ropes, Esq.

— Clark & Maynard, New York, have issued the first part of *A New Manual of General History*, by John J. Anderson, of Brooklyn, designed for use in colleges, high schools, and academies, and paying particular attention to ancient and modern civilization. The volume is fully illustrated.

— Miss Sarah Orne Jewett, whose *Deephaven* and *Old Friends and New* have made a host of readers who admire and love her, is preparing a third volume of similar essays and stories, which she names *Country By-Ways*, and which Houghton, Mifflin & Co. will publish in the autumn.

— John Wiley & Sons have just published the third appendix to Charles Downing's *Fruit and Fruit Trees of America*; or the Culture, Propagation, and Management, in the Garden, of Fruit Trees generally. It contains the names and synonyms of a large number of varieties, most of which are carefully described and illustrated.

— Cassell, Petter, Galpin & Co., New York, have just issued another volume of Cassell's Popular Library, entitled *The Rev. Roland Hill, Preacher and Wit*, by Edward W. Browne, with an introduction by the Rev. John Stoughton, D.D.; price 25 cts. in paper cover. It gives an interesting sketch of Roland Hill's early life and his remarkable career as a preacher and wit. This series of popular hand books have all been of the very best character, and so cheap that all can have them.

— *The Common Minerals and Rocks* is the title of an illustrated book of about 100 pages, by W. O. Crosby, instructor in geology in the Mass. Institute of Technology. It includes, first, a brief and simple account of the principal geological agencies; second, descriptions of about twenty minerals of which rocks are chiefly composed, and of all the more common and important varieties of rocks; and, third, an explanation of the leading kinds of structure occurring in rocks, such as stratification, folds, faults, joints, etc. Especial prominence is given to the easy identification of the common minerals and rocks, and to the constant association, in the mind, of the rocks and rock structures, with the agencies by which they have been formed. Sets of specimens, especially designed to accompany and illustrate this work, have been prepared. They comprise about fifty typical examples of the common minerals and rocks, properly labeled, and will be sold for one dollar per set.

MATHEMATICS.

All communications intended for this department should be directed to the Editor, Prof. E. T. QUIMBY, *Hanover, N. H.*

SOLUTIONS.

PROBLEM 161.—Show the fallacy in the following:

$$\sqrt[3]{-8} = -2. \qquad \sqrt[3]{(1-9)} = -2$$

$$\sqrt[3]{1-9+3\sqrt{-3}-3\sqrt{-3}} = -2.$$

$$\sqrt[3]{1+3\sqrt{-3}+3\sqrt{(-3)^2}+\sqrt{(-3)^3}} = -2.$$

$$1+\sqrt{-3} = -2; \text{ or } \sqrt{-3} = -3.$$

$$-3 = 9; \text{ or } 0 = 12.$$

Nos. (2) and (3) are but repetitions of (1). No. (4) has an error in the printing, and is besides erroneous in itself, as I shall presently show. (5), (6), (7), (8), which follow from (4), will then be disposed of.

The problem can only be put intelligibly in an algebraic form, thus: $\sqrt[3]{n} = -2$; or, $n = -8$; or better, let $x^3 = -8$, to find the three roots of x.

Now this may be done in three ways:

First, $x = -2$	Second, $n = -2$	Third, $n = -2$
$x = -2$	$n = +2$	$n = 1+\sqrt{(-3)}$
$n = -2$	$n = +2$	$x = 1-\sqrt{(-3)}$

In each case it will be found that the three roots multiplied together $= -8$. It is not meant that each separate root when cubed shall $= -8$. Hence the error made by the author in (4). EUCLID.

["Euclid" is altogether wrong in the above. It *is meant* that *each separate root* when cubed shall equal -8, and that will be found true of each of the three roots, -2, $1+\sqrt{(-3)}$, and $1-\sqrt{(-3)}$. ED.]

PROB. 161.—The fallacy consists in regarding $1-9(\sqrt{-1})^2$ as a binomial whose terms are similar. In fact, the 1 is the cube of 1, but $\sqrt{-1}$ is imaginary, and $9(\sqrt{-1})^2$, which reduces to -9 in form, is similar to the 1 in form only. The -8 of which the cube-root is -2, is a very different value from the -8, whose cube-root is $1+\sqrt{-3}$. Strictly, it is not -8 whose cube-root is $1+\sqrt{-3}$, because of the dissimilarity above-named. I gave the proposition to my class in Logic in this form: $(1+\sqrt{-3})^3 = 1+3\sqrt[3]{}\sqrt{(-1)}+3,3(-1)+3\sqrt[3]{}(-1)\sqrt{(-1)} = -8$. $\sqrt[3]{-8} = -2$. $\therefore 1+\sqrt{-3} = -2$.

Fallacy of ambiguous middle.

Kent's Hill, Me., 1881. A. F. CHASE.

[The fallacy above is not an "ambiguous middle." Mathematics is not ambiguous. Will A. F. C. explain the exact difference between the -8 whose cube-root is -2 and the -8 whose cube-root is $1+\sqrt{(-3)}$? Also, why $[1+\sqrt{(-3)}]^3 = -8$, if $1+\sqrt{(-3)}$ is not "strictly" the cube-root of -8? ED.]

PROBLEM 165.—Prove that if from any point in the circumference of a circle circumscribing a triangle, perpendiculars be drawn to the sides of the triangle (one side must be produced), a line connecting the intersections of these perpendiculars with the side will be a straight line.

Circumscribe a circle about any triangle ABC. From a point P in the circumference draw PG, PF, and PE perpendicular to AC, BC, and BA respectively.

To be proved, E, F, and G are in the same straight line.

Proof—Draw PA, PB, and PC. Then since two right angled triangles are similar (∞) when an acute angle of one is equal to an acute angle of the other, and angles included in the same segment are equal, we have,—

$PBF \infty PAG$, hence $PF : BF = PG : AG$

$PAE \infty PCF$, " $PE : AE = PF : CF$

$PBE \infty PCG$, " $BE : PE = CG : PG$

Multiplying these proportions and canceling, we have,

$$BE \times AG \times CF = BF \times AE \times CG$$

Hence E, F, and G are in the same straight line. (My Geometry, B. III., Prop. 34.)

Wilbraham, Mass. WM. H. H. PHILLIPS.

Mr. Editor:—I do not see that M. R. C. (JOURNAL, June 2, p. 370) has proved Problem 165. He has taken for granted the very thing he wishes to prove: that the point E lies somewhere in the continuation of GF; therefore GFE is a straight line. Taking the same lettering, and steps in proof, in (4) he says, "Similarly $GDE = AGE + AEG$," which would be correct, supposing a line GE; but he subtracts (3) from (4), and says, "since $CGF = AGE$," &c., which compels the line GE to pass through the point F, or GF continued to pass through the point E. If you grant that E is a continuation of GF, why take so many steps to prove that GFE is a straight line? If not, suppose GFH to be a straight line. Let a perpendicular, GO, be drawn to GF at F; then it will be perpendicular to its continuation, FE. We shall then have $GFO + OFE$ = two right angles, and $GFO + OFH$ = two right angles, the latter because GFH is a straight line. Hence $GFO + OFE = GFO + OFH$, or $OFE = OFH$, or a part equal to the whole, which is absurd.

I cannot give you a proof of the problem. I have thought of several which might be applied on one condition, namely, that I might take just such a step in reference to either line or angle that M. R. C. has taken.

Low Moor, Va. WM. F. PERRY.

PROBLEM 166.—Given length of arc 20 feet and its versed sine 2 feet, to find radius of circle. *Ans.* 99.66484 ft.

Solution.—Let AB = arc = 20 ft. = 240 inches. AD = 2 ft. = 24 inches. Let C be the center of the circle. Call $AC = R$. It is evident that $\cos C = \frac{R-24}{R}$ (1)

Also, $\sin C = \frac{2\sqrt{12(R-12)}}{R}$ (2)

For the number of seconds in angle C we evidently have, $240 \div \frac{\pi R}{648000} = \frac{155520000}{\pi R}$. Substituting in (1) and (2), we have, $\cos \frac{155520000}{\pi R} = \frac{R-24}{R}$ (3) and $\sin \frac{155520000}{\pi R} = \frac{2\sqrt{12(R-12)}}{R}$ (4) } These equations can only be solved by trial.

Either equation is sufficient to find R; but as the arc is small, the variation in cosine is small, and hence the third is only useful in obtaining a rough approximation. By using feet, we easily find R a little less than 100 ft. Then trying $99\frac{1}{2}$ and $99\frac{3}{4}$ respectively, we find the result lying between these numbers. After a few trials, I find $R = 99.66484$ ft., nearly $= 1195.97808$ in. Then for $R = 1195.97808$ inches, $\frac{155520000}{\pi R} = 11° 29' 51.''67+$, and the angle whose sine is $\frac{2\sqrt{12(R-12)}}{R} = 11° 29' 51.''67+$. I have used a seven-place table computed to every 10" (Vega's logarithms by Fischer.) M. C. STEVENS.

JAMES HENRY SMART.

President of the National Educational Association.

James Henry Smart was born at Center Harbor, N. H., June 30, 1841. His ancestors for several generations were natives of the Granite State. His father, William H Smart, M.D., was formerly a teacher in New Hampshire and Vermont, and subsequently became a leading physician in the former State. In 1847, Dr. Smart removed to Concord in order to give his children the benefit of a good education.

The subject of this sketch entered the high school at the age of twelve, but, being ambitious to be independent and obtain the means to educate himself by his own labor, he soon left school and went into business. He was thus early trained in those business habits which are considered cardinal virtues by the New-England storekeeper. He was clerk, bookkeeper, and cashier until he was 17 years old. During the greater part of this time he kept up his studies, being instructed evenings by his father and by private tutors.

In 1858 he reëntered the Concord High School, and within six months he was made temporary teacher of a class in mathematics and of a class in reading, in the school which was under the charge of Henry E. Sawyer, now of Middletown, Conn., one of the most thorough teachers in New England. It was at this time that young Smart decided to devote himself to the business of teaching. He began teaching at Sanbornton, N. H., October, 1859, on a salary of fifteen dollars a month and board. At the close of the ten week's term he returned to Concord to complete his studies. In the spring of 1860 he commenced teaching the higher department of the village school at Laconia, N. H. Here he remained one year and met with great success, being known as one of the best "schoolmasters" in the vicinity. In April, 1861, he took charge of the school in Claremont, N. H. He remained here two years, and was ranked as one of the leading teachers of the State. He took an active part in the New Hampshire Teachers' Association, and in 1862 was appointed one of the editors of the New Hampshire *Journal of Education*.

In the spring of 1863 he took charge of a ward school in Lagrange street, Toledo, O., under Prof. Moses T. Brown, city superintendent. In June of the same year he was promoted to the charge of the Intermediate Department in the High School building. The position here was a difficult one; his scholars numbered over two hundred. Mr. Smart was acknowledged as one of the most successful teachers Toledo ever had.

In June, 1865, he was elected superintendent of the schools at Fort Wayne, Ind., and was unanimously reëlected to the same position for nine succeeding years. Under his supervision the Fort Wayne schools obtained a high reputation for excellence. No formal complaint was ever lodged with the Board against any one of the teachers, or against the superintendent, and every vote passed in the meetings of the Board was passed unanimously. During the time he was in Fort Wayne, Mr. Smart was *ex-officio* a member of the State Board of Education. He has thus been identified with the work of public instruction in Indiana from 1865 to the present time. In 1872 he was elected president of the Indiana State Teachers' Association, having served as chairman of the executive committee the preceding year. In 1874 he was elected State Superintendent of Public Instruction for Indiana, and was twice reëlected to the same office. Since 1874 he has been, *ex officio*, one of the trustees of the State Normal School. In 1870 the degree of Master of Arts was conferred upon him by the State University of Indiana. In 1874 the same degree was conferred by Dartmouth College. He has been an active member of the National Teachers' Association for several years.

In 1863 he wrote a little book entitled *Gymnastic and Dumb-bell Exercises*, which was published by Wilson, Hinkle & Co., of Cincinnati, O. In 1876 he edited a book entitled *The Indiana Schools, and the Men Who Have Worked in Them.* He printed several reports while in Fort Wayne, and issued five while State Superintendent. Under the direction of the Legislature, Mr. Smart has made a complete codification of the school laws of the State. This is regarded as a valuable piece of work. He has also prepared a systematic commentary of the school laws of Indiana, which is now in course of publication, and will make a volume of 240 pages.

Mr. Smart retired from the office of State Supt. of Public Instruction March 15, 1881. No person in this position has filled it more to the satisfaction of schoolmen generally of both parties. In his second and third reëlection he received a large Republican vote from men who think this office too honorable and too important to be subject to mere partisan favor and support.

In 1875, Mr. Smart was made chairman of a committee appointed to make an exhibit of the Indiana Schools at Philadelphia in 1876. He was the leading and animating spirit of the movement, and the credit of procuring nearly $5,000 by private subscription, by means of which the schools of Indiana made such a creditable display, is chiefly due to him. He was appointed by the President one of the United States Commissioners to the Paris Exposition in 1878. Mr. Smart was elected president of the National Teachers' Association at the meeting held at Chautauqua during July, 1880.

Mr. Smart is about six feet in height, of spare build, weighing about one hundred and forty pounds, of light complexion, light hair and whiskers, and nervous temperament. He is a good conversationalist, quick at repartee, and always enjoys a good joke. He is a fair public speaker, always making his points clearly and expressing his thoughts in good English. His reëlection by a majority of over twenty-five hundred votes more than that of any other man on the same ticket, and his nomination for a third term over half-a-dozen competitors, contrary to all precedent, are ample proof that he is both popular and efficient. It may be truthfully added that Mr. Smart stands as high as a member of the community in which he moves as he is eminent as an educationalist. With the teachers throughout the State he is esteemed, respected, and beloved.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, N. A. LUCE, *Augusta, Me.*

— The talented American sculptor, Edward R. Thaxter, a native of Maine, died suddenly of brain fever at Naples, Italy, on the 30th ult.

— Acting-Prest. Prof. S. K. Smith, of Colby Univ., says that he has made the discovery that in every case the true way to rule the student, and to do him the most good, is to rely on his honor, manhood, and conscience, and in differences, to appeal to these nobler qualities; that in every case he had met with a frank and manly response. This experiment, so rare, might be tried with profit by other New-England college professors.

NEW HAMPSHIRE.

State Editor, D. A. CLIFFORD, *Manchester, N. H.*

— The annual report of the treasurer of Dartmouth Coll. shows that the institution for the first time in twenty-three years has been self-supporting. This is partially due to good management, but more to the fact that several old investments have become available. The total amount received for the year is $40,599, and the expenditures have been $40,282. A lately-received and unsolicited gift of $60,000 from Mr. Winkley, and a like one of $50,000 from Mr. Cheney, will put the college on a firmer financial basis than it has enjoyed before in many years. The Chandler Scientific School is, and always has been, self-supporting. Petitions continue to come in for the removal of Prest. Bartlett, and it would seem the part of wisdom that he should resign. He or the college must go. There should be no question as to the which.

— The McGaw Normal Inst., Prof. Elliot Whipple, prin., at Reed's Ferry, is a Boarding and Day School, having a Classical and English Dept. The school is under excellent management. The fall term opens Aug. 29.

VERMONT.

State Editor, C. C. BOYNTON, *Townshend, Vt.*

— Essex Classical Inst., at Essex, has been prosperous under the management of Prin. Wm. A. Deering, A.M. It has had a total attendance of 332 the past year, with 150 different pupils. Dr. L C. Butler is prest. of the Board of Trustees.

— Ex-Prest. C B. Hulbert, D.D., is pastor at Lyndonville. The acad. there is offered $20,000 by two men ($10,000 each), on condition of raising $15,000 additional. Dr. Hulbert will not let it fail. He is credited with making Beeman Acad. what it is by securing endowment and improved buildings. Middlebury Coll. befriends the acad. now. A large delegation of college students attended its graduating exercises. Trustees are planing improvements in building and grounds, and its future, under Prin. C. C. Gore, looks bright. He will attend the St. Albans meeting.

— Academy commencements are raging; too many to allow reports. St. Johnsbury, Randolph Normal, Essex Classical, Methodist Conf., Vermont, Bellows Falls, Brattleboro, Barre, Montpelier, and lots of other academies and high schools send forth unusual numbers of graduates, and are in the

high tide of prosperity. The State press is unusually liberal in full reports. Two exchanges devote nearly one large page each to graduation reports. We hope to give soon a tabular report of the number of graduates from all the academies and high schools of the State.

MASSACHUSETTS.

State Editor, ALFRED BUNKER, *Boston (Highlands), Mass.*

— Severe charges rest against the Supt. of the Westboro Reform School for cruelty to the boys. He is now on trial before the trustees. This school needs a revised management, for it has long been a source of trouble to the State officials.

— The faculty of Andover (Mass.) Theological Sem. have instituted an optional course of lectures, supplemental to the regular course, and during the year 1881–82 lectures will be delivered in this course by Rev. A. E. Dunning, Congregational S. S. Secretary, on "Sunday-school Work; a New and a Wise Departure."

— At the annual meeting of the Archæological Inst. of America, recently held in Boston, the Executive Com. recommended "the establishment of an American School of Class. Literature, Art, and Antiquities at Athens." They also recommended "the appointment of a special com. to take this subject into full consideration, to correspond with the institutions that would be likely to derive benefit from its establishment, and might wish to share in its direction, and to take such other steps in the matter as may seem desirable." A com. of five was appointed. Prof. Harkness, of Brown Univ., is a member of that com.

— The Boston Soc. for the Encouragement of Studies at Home shows a steady progress in its membership and influence. The staff during the past year has included 174 teachers, and direction has been afforded to 960 students, of whom 534 were men. As instancing the reach of the society's work, it may be mentioned that among the students the past year was a woman at the West, the mother of four children from two to twelve years of age, and a part of whose daily labor is to take care of the milk of twenty cows.

— Smith Coll. for Women, at Northampton, has had during the past year 254 students, and has just graduated a class of 29. About forty candidates were admitted at the recent examinations. The course, which is as exacting, it is claimed, as those maintained in male colls., has had no ill-effect upon the health of the pupils. Those who enter the coll. in a weak state grow strong under the care and discipline made possible by the cottage system.

— The catalogue of Cushing Acad., at Ashburnham, under the able management of Prin. James E. Vose, gives evidence that the school is thoroughly organized and classified, and in a prosperous condition. The total number of students for the past year was 116, of whom 13 graduated at the last commencement. Prin. Vose has just received the well-merited honorary degree of A.M. from Dartmouth Coll.

— At Amherst Coll., during the past year, 26 alumni have died, including ex-Congressman Lucien Barbour, of Indianapolis, '37; Henry Elihu Martin Spofford, of Louisiana, '40; and Prof. Elihu Root, '67. Prof. Estes will lecture on theoretical physics. Prof. Crowell will remain dean of the coll. E. Skinton Coit, of '79, has been elected instructor in English, making three teachers in this dept.

— Salem Normal School graduated 36 young ladies to become teachers.

— Bridgewater Normal School graduated 25 teachers. $8,000 is to be put into a new physical and chemical laboratory, and repairs in the school-buildings.

— Springfield schools closed last week in good condition, and Supt. Stone left on Saturday for Europe.

— Williston has had a prosperous year. Prof. Tyler, of Amherst, is prest. of trustees.

— Phillips (Andover) graduates 48 students.

— Wellesley closed quietly, with no commencement exercises. The examinations and a baccalaureate sermon marked the end of a most successful year. When will other colls. and acads. and high schools learn wisdom, and omit the fuss and fustian of graduating exhibitions. Mr. Durant has set a worthy example, and many will soon follow.

— The State Normal School at Worcester graduated fifteen members June 28. An address was delivered by Rev. Francis Tiffany, of West Newton, on the "Vocation of Teachers." Gov. Long was present.

— Williston Sem., at Easthampton, June 30, graduated 38 classical and 12 scientific students. Eleven of them go to Amherst, 6 to Williams, 7 to Yale, 5 to Harvard, 3 to Princeton, and 6 to the Sheffield Scientific School. Prof. E. G. Smith leaves to accept a professorship in Beloit Coll., and Prof. H. E. Alva is granted a year's leave of absence.

— Rev. Edwards Amasa Park, D.D., Abbot prof. of Christian Theo. in the seminary., has resigned. Prof. Park has been connected with the Andover Sem. since 1836, a period of forty-five years, and prof. in Brown Univ. Graduating at Brown Univ. in 1826, he made his theological studies at Andover, and graduated in 1831. Harvard Univ. conferred the degree of Doctor of Divinity upon him in 1844.

— Dr. Samuel W. Mason,—that is good; it sounds well, and it is well. Dr., accept our congratulations, and those of a multitude of friends.

— Supt. Marvel, of Gloucester, has been re-elected unanimously.

— Supt. Allard, of Milford, has received a Ph.D. from Dartmouth. Good for Dr. Allard.

— Supt. Cogswell, of Cambridge, has an Hon. A.M., from Harvard. Good coin and thoroughly deserved, Bro. Cogswell.

RHODE ISLAND.

State Editor, I. O. WINSLOW, *Providence, R. I.*

— The number of volumes issued during the week ending June 25, 1881, is 1,362; a daily average of 227. It should be made known that the librarian is constantly adding the best standard works on education, such as Fitch's *Lectures on Teaching;* Bain's *Education as a Science* (published 1878); Mr. Quick's edition of John Locke, on education; F. Adams' *The Free-School System of the United States;* Royce's *Deterioration and Race Education;* Mrs. Lockwood's *Training of Children;* and Ex-Prest. Hill on *The True Order of Studies.*

— Providence boys and girls who spelled 80 per cent. of these words, have grammar-school diplomas: Amerce, immerse, disburse, rehearse, intelligible, allegeable, illegible, ecstasy, autocracy, conventicle, receptacle, secede, succeed, supersede, apostasy, fuchsia, venison, benefited, befitting, chloroform, erysipelas, barbecue, pleurisy, infringement, abridgment, judgment, trisyllable, dissyllable, moneys, chimneys, weevils, measles, symptom, symmetry, miry, fiery, delectable, fascinate, architect, archetype, macerate, massacre, aspirate, generate, separate, defamatory, inflammatory, controversial, commercial, euthanasy, villainy, litany.

— Woonsocket admits pupils to the High School that answer 70 per cent. of the examination questions.

— The State Normal School, under Prin. Greenough, graduated seven teachers last Friday.

— The principal's prizes for the best scholarship and deportment at Greenwich Acad. were taken the other day by two young men who have paid their entire school expenses during the year by waiting on the table and other dining-room work. Those boys deserve their success.

CONNECTICUT.

State Editor, CHARLES NORTHEND, *New Britain, Conn.*

YALE COLLEGE.—The feature of commencement was Prest. Porter's report of the progress of the college during the past fifteen years. In 1865–6 the officers in its government and instruction were 49, and the total students 682; now there are 108 instructors and 1037 students. Peabody Museum had no existence then, for the deed of gift was signed Oct. 22, 1866. There were 46,000 volumes in the college library and 15,000 in the students'. Now there are 102,000 in the former and 24,000 in the latter; then $2400 was expended annually to replenish the library; now, nearly $6,000. Winchester Observatory was given land recently valued at $100,000; two years ago the observatory was organized. The university fund had no existence in 1865–6; now it has about $406,841. The academical department has received $442,000; the theological, $162,000; the law, art, medical, and other schools, $475,000; amounting in all to over $1,728,181. The buildings, erected largely by friends of the college, are as follows: During the past fifteen years, Farnam, $60,000, with $55,000 added by the college; Durfee, $80,000, $19,000 added; Battell Chapel, $120,000, with $20,000 added; East Divinity Hall, $138,000; Marquand Chapel, $27,000; West Divinity Hall, $162,000; reference-library building, $105,000, with $4000 added; North Sheffield, $80,000. In the academic department improvements costing $135,000 were made by the savings and earnings of the college. The gifts and advances aggregate from $2,225,000 to $2,500,000.

PUBLISHER'S NOTES.

SWASEY'S BLACKBOARDS. — Get the best while you are about it. Swasey's Blackboards are cheap, durable, and first-class in every respect, as the testimonials of prominent educators, published in this paper during the past five weeks, amply show. Such opinions will have weight with those who wish to save money by true economy. Address J. A. Swasey, 21 Brattle street, Roston. 327 a

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NEW BOOKS RECEIVED.

American Nervousness, its causes and consequences; a supplement to nervous exhaustion (*neurasthania*); by G. M. Beard, A.M., M.D. New York: G. P. Putnam's Sons.

The Rev. Rowland Hill, Preacher and Wit; by Edw. W. Broome; 25c. New York: Cassell, Petter, Galpin & Co.

Light and Life: a collection of new hymns and tunes for Sunday-schools, prayer-meetings, praise-meetings, and revival-meetings; ed. by R. McIntosh; 35 cts. Boston; Oliver Ditson & Co.

Among the Hills; by E. Frances Poynter; cl., $1.00; Leisure Hour Series. New York: Henry Holt & Co.

Beauty in Dress; by Miss Oakey; cl ... *Farm Festivals;* by Will Carleton; illum., cl.... *The Correspondence of Talleyrand and Louis XVIII.;* 20 cts.; Franklin Sq. Lib. New York: Harper & Bros.

Our Native Ferns, and How to Study Them; by L. M. Underwood; cl., pp. 116, $1.00. Bloomington, Ill.

Thucydides; transl. into English with introduction, marginal analysis, notes, and indices; by B. Jowett, M.A.; in two vols., Vol. I. containing the text, Vol. II. containing the notes, to which are added an essay on Contemporary Inscriptions and other Brief Dissertations; cl., $8.00. New York: Macmillan & Co.

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In the academical department have been added professorships of modern languages, German political and social science; English literature, Latin, molecular physics and chemistry, and material physics.

EDUCATIONAL INTELLIGENCE.

COLORADO.—The calendar of the University of Denver for 1881-2, gives a full description of the courses of study in the institution, and the names of the faculty and students. With its fine buildings, delightful location, and board of instruction, this University cannot fail to prove a great blessing to the West.

CALIFORNIA.—Napa Collegiate Inst., at Napa City, is under the management of Princ. A. E. Lasher, A.M., with six associate and assistant teachers. It has registered for the year 1880-1, 158 students.

GEORGIA.—The catalogue of Emory Coll. at Oxford, for 1880-1, has enrolled 131 students in the regular course: 18 Seniors, 33 Juniors, 46 Sophomores, and 34 Freshmen. Three are pursuing a scientific course, and 48 are preparing to enter the classical department.

IOWA.—*Sundry Rulings: Official.*—1. When witnesses are unable or unwilling to attend a trial of appeal and give testimony, such testimony may be secured by proceeding in accordance with sections 3692-3696, Code.

2. In fixing the boundaries for a contemplated independent district, the board of the district township are not compelled to adopt boundaries petitioned for, but have the discretionary power to fix such limits as they think will "best subserve the convenience of the people for school purposes." See section 1801, S. L. 1880.

3. The board should endeavor to fulfill the expressed wishes of the electors upon matters placed by the law within the control of the electors. If the electors direct that certain improvements be made, and provide the means, the board can be required to carry out such vote. See 50 Iowa, 648.

4. In the division of assets and liabilities, under section 1715, if a title in fee simple is vested in the district, a deed should pass with such real property, when given to the new corporation.

5. Since the secretary needs a copy of the teacher's register to enable him to make the report provided for in section 1745, he should refuse to sign the last order for wages until such register is filed, as required by section 1760, S. L. 1880.

C. W. VON COELLN,
Des Moines, June 16, 1881. Supt. of Public Instruction.

MINNESOTA.—High School Commencement exercises took place at Red Wing, June 17,—graduated 13; at Minneapolis, June 22,—graduated 13; at St. Paul, June 24,—graduated 21. The exercises at Minneapolis consisted of an address, music, presentation of diplomas, and a valedictory. This is a new departure from the usual exercises, and the people are generally pleased with the change.

The University examiners have finished their labors, and there will probably be 75 or 100 admitted to the freshman class next September. Prof. Durkee will remain at Rochester another year.

Prof. A. W. Rankin, the efficient principal of the Zumbrota schools, during the past year, will take charge of the Austin schools next year at an increased salary. Mr. Aiton, a recent graduate from the university, has been elected to fill the vacancy at Zumbrota. A large number of the graduates from the university engage in teaching and are very successful.

The health of Hon. D. Burt, State Supt. of Public Instruction, is very poor, and fears are entertained that he may not be able to perform the duties of his office much longer. He has done a great work for the schools of the State, and the people generally appreciate his services.

Commencement exercises at Hamline University closed on Thursday, June 16, with the "Hodgson oratorical prize contest." This was the most interesting feature of the exercises. There were nine contestants, and G. F. Jennings of Rochester, Luther G. Bradley of Mankato, and F. W. Hart of Appleton, were the winners of the prizes, $25, $15, and $10. There have been connected with the university during the past year 133 students, five of whom are freshmen, the others are in the preparatory departments.

The graduating exercises of Shattuck School (Episcopalian) took place on Thursday, June 16, and were highly creditable to its managers. The school is located at Faribault, and is doing excellent work.

Carleton College.—Rev. A. H. Pearson, A.M., (Amherst Coll. and Andover Sem., '80), instructor for past year, is elected prof. of Chemistry, Physics, and Mineralogy. Miss Alice L. Armsby, A.M. (Oberlin. '76), teacher with us for five years, is elected Prof. Latin Lang. and Literature by a deserved promotion. Prof. and Mrs. D. C. Rice, at the head of Musical dept., are granted leave of absence for a year, and their places to be supplied by Miss Alice M. Heald and Miss Cora N. Nichols of Oberlin Conservatory of Music. Miss Susan E. Searle, of the senior class, at Wellesley Coll., is to be added to the corps of teachers in the "English Course."

On the 16th the Coll. graduated 15 from college course—a splendid class (12 gent. and 3 ladies) that would have done honor to any college in the land. This young college is rapidly coming to the front in the Northwest, and is worthy of a large patronage. "New England colleges are constantly trying to draw away the professors. The latest attempt is that of Smith Coll."

MICHIGAN.—The Board of Regents of Michigan University has recently made important changes in the curriculum of the literary department, increasing the amount of elective work that may be done to secure the regular diploma in the classical or English courses of study.

Prof. C. G. Robertson has been Supt. of Hillsdale Union schools twenty years.

State Supt. Cochran announces that the State Teachers' Institute for the present year will be held at Lansing, July 5-8, under the direction of the Supt. of Public Instruction. The primary object of this meeting is to prepare for the institute work of the ensuing year, by discussing the various methods of treating the different topics which should be presented at the county institutes. Twenty of the most experienced and successful institute workers of the State have been engaged to present briefly the different topics that will be considered, and every member of the institute will have an opportunity to participate in subsequent discussions.

MISSOURI.—It must not be forgotten that the next meeting of the Southeast Missouri Teachers' Assoc. occurs August 16, 17, 18, 1881, and it is of great importance that all the teachers of S. E. Missouri be represented. The good people of Salem, with Prof. Lynch of the Executive Committee, at their head, extend a liberal invitation to all the teachers of the Southeast and we know they will make good all their promises. Prof. Norton of the S. E. Normal, is the right man in the right place as president of the Association.

NEW YORK.—Wells Coll., at Aurora, has issued its thirteenth annual catalogue. The college was founded by Henry Wells, Esq., and endowed by Hon. E. B. Morgan, of Aurora, "to promote the education of young women in Literature, Science, and the Arts." The institution has both a collegiate and academic department, with 28 students in the former and 54 in the latter. Dr. Edward S. Frisbee, D.D., President.

NEW JERSEY.—At the recent commencement of the Stevens Institute of Technology, in Hoboken, Prof. Morton, the president, in his address, complimented in very high terms Alexander C. Humphreys, one of the graduates, who had passed a remarkably fine examination, although pursuing his studies under remarkable difficulties. Mr. Humphreys, above referred to, is the oldest son of Dr. E. R. Humphreys, university tutor, of Chester Park, in this city. Young Humphreys was born in Scotland, and received his training under his father in Boston, where he equally distinguished himself at "book" and "ball," and where many former companions will be glad to hear of his success. The "remarkable circumstances" alluded to by President Morton are that he has pursued during four years his studies at Stevens Institute (for the degree of engineer) which are known as the most strict and severe in the country,—keeping at the head of his class, while also discharging his duties as Secretary of the Gas Company of Greenwich and Bayonne City, New Jersey.—*Boston Adv.*

OHIO.—Marietta Coll. has fallen heir to a valuable bequest, valued at more than $30,000, from Judge Putnam, of Marietta. He had been a trustee of the college since 1849, and some of the most brilliant of the graduates were descendants of Gen. Rufus Putnam, his honored grandfather. His appreciation of the value of thorough intellectual training was intensified by the great service rendered him while commandant of "Camp Marietta," by various graduates of the college. The form of the gift is such, that while the college can use the income for the payment of salaries and their current expenses, its ability to offer free tuition to young men of character and talent is much enlarged. This college is not encumbered with cheap scholarships. Its permanent scholarships are on the basis of a thousand dollars each. The bequest of Col. Putnam is still more favorable to the college, as scholarships are founded by it not on the basis of a given *principal*, but on that of a given *income*. Free tuition is to be given by the terms of the will to one student for each hundred dollars of annual income. Good character and fair talents are requisite on the part of students, and, other things being equal, sons of clergymen will have the preference.

On the 17th of August, 1881, the American Assoc. for the Advancement of Science will meet in Cincinnati, and continue for a week. On the 7th of Sept. the ninth Cincinnati Industrial Exposition will open, and remain open until Oct. 8. The Exposition Commissioners have this year decided to make special efforts toward securing exhibits of scientific interest, and offer a variety of awards, such as medals, certificates of honorable mention, etc., for scientific apparatus and appliances. In connection with the meetings of the American Assoc., which will be held in the Exposition Buildings, the Dept. of Science and Arts of the Ohio Mechanics' Institute has decided to organize a Preliminary Loan Exhibition of Scientific Apparatus, Chemicals, Microscopes, Minerals, and Material illustrating Natural History and Archæology. This exhibition will occupy the space assigned to the same classes of articles in the regular exposition of Sept., and it is intended that the goods here shown shall remain over to compete for the premiums and awards above referred to.

From Supt. T. J. Mitchell's last annual report, we learn that the past year has been the most prosperous one in the history of the Mt. Gilead schools. The enrollment was greater, the attendance and punctuality were better, and the graduating class larger than during any previous administration. Col. DeWolf, the State Supt., says Mt. Gilead has the best preserved and best kept school-house he has been in in all his travels throughout Ohio, and he thinks they have the handsomest grounds in the State. Prof. Mitchell's superior for the place would be difficult to find, and the Board of Education are remarkably fortunate in being able to retain him.

Prof. Scott, who was recently elected prest. of the Ohio State Univ., is the man who was dropped from the faculty of the Univ. of Wooster on account of alleged heresy.

PENNSYLVANIA.—This State has passed a law requiring the school directors of the several school districts of the Commonwealth to allow the school teachers the time and wages whilst attending the annual county institutes, and prescribes the duties of the county and city supts. respecting the same.

Lewiston Acad., under the principalship of Dr. Schuyler, has just completed a most successful school year.

Miss Jannetta B. Hart has announced herself as a candidate for Supt. of the Common Schools of Washington Co., Pa.

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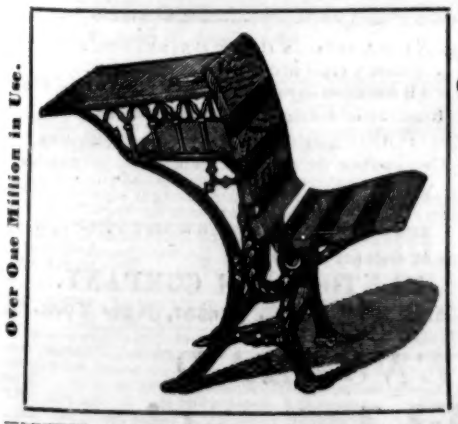

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PUBLISHER'S NOTES.

TEACHERS who desire to engage in pleasant and lucrative work during the long vacation will do well to read the advertisement, on the last page, of W. S. Fortescue & Co., 81 Arch street, Philadelphia, who have just published a new book on the *Physical Training of Children*, by P. H. Chavasse. The book is a marvel of beauty, and it will elevate and increase the measure of human life and happiness. The great need of a comprehensive and intelligent work of this description,—its vast importance to the family,—has occasioned remark on almost every hand. Books upon nearly all other conceivable subjects have been circulated largely, while upon this there has been a dearth of information.

WE wish to call the attention of all of our readers to Burr's Library Index, one of the most valuable contrivances for the reader and student ever devised. It is a blank-book, of folio size, and contains about three hundred pages, elaborately indexed on the margin after a double system, so as to allow of words being entered by first and second letters. Thumb-holes cut in the edges reveal the sub-indexing under each letter, and facilitate easy reference. Armed with this book the reader may index his reading,—portion out his knowledge as fast as he gains it; and hold all his intellectual preserves ready for instant access. One great excellence of the Burr Index is its very substantial and durable quality; the paper being good, the binding as strong as a ledger's, and the indexing done with pains and skill. We commend this library help in the strongest terms to all who are in need of anything of the kind. Address J. B. Burr Publishing Co., Hartford, Conn.

To all of our readers who contemplate attending the National Educational Association Convention at Atlanta, Ga., we wish to call attention to the card of the Old Dominion Steamship Co., in our present issue. Delegates can take the steamers of this line, having elegant accommodations, at Pier 26, North River, New York, every Tuesday, Thursday, and Saturday, at 3 p. m., for Norfolk, Portsmouth, and Richmond, connecting with the several railways to the South.

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A CORRECTION. — In our notice of Microscopes, in THE JOURNAL of June 23d, we should have written *T.* H. McAllister, 49 Nassau street (instead of *J.* H. McAllister, 45 Nassau street). We take occasion to call attention again to Mr. McAllister's popular Household Microscope, for $5 00, which is a miniature model of the most approved pattern. It would add much to the enjoyment and instruction of every American home.

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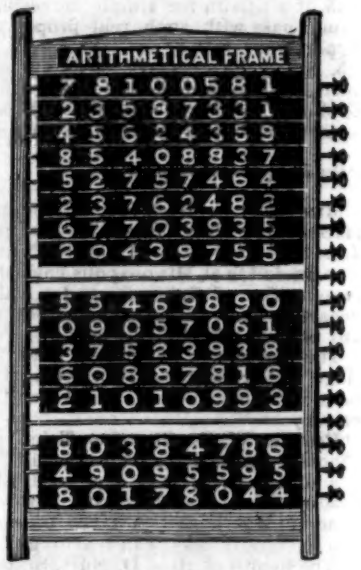

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VARIETIES.

— Johns Hopkins, the founder of the university in Baltimore bearing his name, accumulated nine millions of dollars. One day he said to his gardener: "Next to the hell of being utterly bereft of money is the purgatory of possessing a vast amount of it. I have a mission, and under its shadow I have accumulated wealth, but not happiness."

— "Farewell" is the title of a poem sent in from Ohio lately. It is a good thing that the gifted authoress said good-bye to the little gem, because she will never see it again.—*Ex.*

— "John," said Dean Ramsay, "I'm sure ye ken that a rollin' stone gathers nae moss?" "Aye," rejoined John, "that's true; but can ye tell me what guid the moss does to the stone?"

— "Eloise" asks if we will publish her poem on "The Wavelet of the Rivulet." With a smilelet upon our facelet, we reply, Yes. Write only one sidelet of the sheetlet, Eloise, and put on enough stamplets. Your poemlet shall have spacelet.

— "It's a long way from this world to the next," said a dying man to a friend who stood at his bedside. "Oh, never mind, my dear fellow," answered the friend, consolingly; "you'll have it all down hill."

— There was joy on the farm when Ben, the oldest boy, came back from college in his sophomore year, and the village was proud of him. "Cheese it, cully!" he said, when he met an old friend, the son of a neighbor, who joined farms with his father. "Cheese it, cully! Shove us your flipper! Clinch daddles, pardy! How's his nibs, and what's the new racket?" And his proud old father said: "It was jest worth more'n twice't the money to hear Ben rattle off the Greek just like a livin' language."

— It is not a bad idea for teachers to brush up their own classic English a little, so as to make sure that their pupils "don't never hear no bad grammar" from them.

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